

Writing Course Review Form (12/1/08)

I. General Education Review – Writing Course			
Dept/Program Subject	Native American Studies	Course # (i.e. ENEX 200)	NAS 200
Course Title	Native American Studies Research and Writing Methods		
II. Endorsement/Approvals			
Complete the form and obtain signatures before submitting to Faculty Senate Office.			
	Please type / print name	Signature	Date
Instructor	Wade Davies		
Phone / Email	5835/ wade.davies@umontana		
Program Chair	Wade Davies		
III Overview of the Course Purpose/ Description: Provides an introduction to the subject matter and explains course content and learning goals.			
<p>This class is designed to provide students with the tools, information and perspectives necessary to be successful students and future researchers in Native American Studies. Students should leave the class as better overall critical readers, researchers and writers, whether in NAS or other pursuits. There are three major components to the course. First, we discuss particular ethical considerations and research and writing trends in Native American Studies and related disciplines. Second, we focus on research methods, with the aim of learning how to be more efficient, comprehensive and focused researchers. Finally, we work on strategies for becoming stronger writers.</p>			
IV Learning Outcomes: Explain how each of the following learning outcomes will be achieved.			
Student learning outcomes : Use writing to learn and synthesize new concepts		Students write a 13-page original research paper using both secondary and primary sources. They synthesize these sources to support a central thesis statement on Native American topics. They locate these sources themselves using tools learned from workshops with UM librarians and the professor. Through a variety of smaller assignments, individual meetings with the professor, and the submission of drafts, the students receive feedback that helps them develop their research and writing skills.	

<p>Formulate and express opinions and ideas in writing</p>	<p>Not only do students learn to support a central thesis statement, they provide evidence of critical analysis of the source material throughout the paper. The class works as a group to help each student formulate opinions and provide sufficient evidence. Students are encouraged to be creative and self-confident, but also factual, thorough, and to use appropriate academic writing and citation styles. Students also “freewrite,” strategize, and keep a personal journal in their research notebooks that helps them develop confidence and critical thinking skills.</p>
<p>Compose written documents that are appropriate for a given audience or purpose</p>	<p>Through class discussion, group work and component assignments, students learn to craft their arguments primarily for an academic audience. We also discuss techniques for writing for both indigenous communities and a broader general audience.</p>
<p>Revise written work based on constructive feedback</p>	<p>Feedback is given through the smaller assignments, group work with other students who read each others’ work, and a minimum of at least one complete written draft submitted to the professor prior to the final due date. Students also receive feedback on their research notebooks during individual meetings with the professor.</p>

<p>Find, evaluate, and use information effectively (see http://www.lib.umt.edu/informationliteracy/)</p>	<p>Through meetings with librarians, the professor and readings, students learn basic proficiency searching for the following types of sources: secondary published sources (they use electronic databases including WorldCat, ArticleFirst, the Bibliography of Native North Americans, etc.; we also discuss other techniques for location such sources); personal interviews (we discuss interview techniques and protocol and learn about IRB and other ethical/legal requirements); published government documents (students learn to use the <i>Congressional Record</i>, the SuDoc system, Lexis-Nexis databases, and the U.S. Serial Set); microfilm resources; newspapers (especially using Ethnic Newswatch); archival resources (found using WorldCat, Northwest Digital Archives and the National Archives Website); legal resources (we meet with the law librarian, tour that library, learn to use court reports, etc.). Students also learn how to organize and keep track of these sources using multiple methods, and how to most efficiently find and use these sources during the writing stage</p>
<p>Begin to use discipline-specific writing conventions</p>	<p>All the writing is academic, but as NAS is a multi-disciplinary field, students choose to write papers using conventions appropriate for either History, Law, Political Science, Anthropology, etc. They learn multiple citation styles (especially Chicago and MLA) and demonstrate this knowledge in their assignments, but they are free to choose the most appropriate style for their final paper. Students writing history papers, for example, are encouraged to use Chicago style.</p>

Demonstrate appropriate English language usage	Students must demonstrate proper grammar and appropriate style in their assignments and final paper. We focus both on the mechanics of writing and writing style.
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.	<input type="checkbox"/> Yes <input type="checkbox"/> No yes, and enrollments average between 10 and 20 students per semester
Are outcomes listed in the course syllabus? If not, how will students be informed of course expectations?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are expectations for Information Literacy listed in the course syllabus? If not, how will students be informed of course expectations?	<input type="checkbox"/> Yes <input type="checkbox"/> 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?	<input type="checkbox"/> Yes <input type="checkbox"/> No
What instructional methods will be used to teach students to write for specific audiences, purposes, and genres?	See above
Will written assignments include an opportunity for revision? If not, then explain how students will receive and use feedback to improve their writing ability.	<input type="checkbox"/> Yes <input type="checkbox"/> 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	Final paper, draft, the research notebook and other smaller assignments listed below
Informal Ungraded Assignments	Students are encouraged to turn in multiple drafts in addition to the required draft.
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.

NAS 200-01: Research and Writing Methods in Native American Studies
Dr. Davies

MWF 9:10-10:00, LA 201

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Office hours: MWF 11:10-12:30 or by appointment

Course Description: This class is designed to provide students with the tools, information and techniques necessary to be successful students and future researchers in Native American Studies. We will concentrate on two main areas: 1) locating, organizing and processing American Indian-related primary and secondary research materials (we will spend time in various library departments on campus and look at ways to find sources off-campus) 2) organizing and writing a research paper that effectively supports a clear original thesis statement.

Primary Learning Objectives: Students should leave the course being able to:

- 1) explain how to conduct research in and about Native communities in an ethical and legal way
- 2) plan and organize an original research project
- 3) locate and use relevant secondary sources, archival materials, government documents, legal materials, oral interviews, internet material and other sources to complete a research project
- 4) process, organize and think critically about their sources
- 5) write original hypothesis and thesis statements
- 6) organize a paper to support a thesis statement
- 7) understand what constitutes plagiarism and how to use proper citation styles

Required Reading:

Susan M. Hubbuch. *Writing Research Papers Across the Curriculum, 5th edition*

Assignments and Grading:

Participation and Group Work=20 points

2 Quizzes worth 15 points each=30 points

Research notebook=20 points

Final Paper=60 points

Assignments (secondary bibliography/government docs/archives/list of primary sources/interview/citations/first draft)-10 points each=70 points

=200 total possible points

Course Grade:

The final grade will be determined using your total points as follows:

184 and above= A	160-163= B-	136-139= D+
180-183= A-	156-159= C+	124-135= D

176-179= B+
164-175= B

144-155= C
140-143= C-

120-123= D-
119 or less= F

Attendance*: Attendance is required in this class and roll will be taken at each class meeting. Also you will be required to meet with the instructor for personal meetings at announced times during the semester (you'll sign up for a time to meet with me in my office). Missing any of these meetings will also count as an absence. The first four absences will not be penalized but will affect your participation score. *All subsequent absences (the fifth and beyond) will be a 5 point deduction each time you miss class.*

**If you miss a class, you might miss hearing about our meeting place for the next class, which won't always be in our assigned classroom (for example, we may be in the Mansfield Library or the Law Library). If you miss a class, it is *your responsibility* to contact me as soon as possible to find out where we will be during the next class meeting.

Participation and Group Work (20 points total): The participation portion of the grade takes into account participation in class discussions and library tours, your out-of-class work with the instructor and your improvement over time as a researcher and writer. On occasion we will break into groups and work on group assignments during class time. You will receive points collectively on these assignments.

Quizzes (30 points total): There will be two quizzes, listed below, covering the research portion of the class. These quizzes will be drawn from lecture, the Hubbuch book, and information learned in library tours.

Research Notebook (20 points total): Throughout the course, you will be working on an individual research paper project. Based on the guidelines in the Hubbuch text, you will be organizing and documenting your research process (your working hypothesis, sources, ideas, personal contacts, etc.) in a research notebook. At the end of the semester, you'll turn this in along with your final paper to be graded.

Final Paper (60 points): The purpose of the class is to work on your skills at planning, researching and writing a paper related to Native American Studies. I am interested in the process involved rather than just the final product. You are required to complete an **11- 13 page (not including title page or notes)** primary research paper, complete with citations. What you do for your paper project is your choice, subject to my approval. The only requirement is that it has to be a Native American topic and require both secondary and primary research. You will plan the project, research it, formulate a hypothesis and thesis, organize your paper and write it. This part of the grade covers your organization, the clarity and creativity of your thesis, how well you support that thesis in the body of the text, grammar/writing style and your citations.

Assignments (70 points): There will be seven individual assignments worth ten points each. These assignments will ask you to apply information and skills learned throughout the course. I will provide you with specific guidelines for each assignment.

Missed Quizzes and Late Assignments:

You cannot make-up a missed quiz unless you have made prior arrangements with me or you have a documented medical excuse. All assignments are due in-class, or to my mailbox in the NAS office, by the due date. Late assignments will receive a two point deduction.

****The Research Notebook and Research Paper due at the end of the Semester will not be accepted late.***

Weekly Calendar

The following calendar lists required reading assignments from Hubbuch for each week. Individual assignment due-dates and quizzes are also included. Entries beginning with “*” indicate work you should be doing to keep up on your research project. I will tell you during each class if we will be meeting somewhere else for the subsequent class.

Week 1 (8/25-8/29): Introduction and Secondary Sources

Hubbuch chap. 1 and chap. 2 (pages 13-42) by Wed.

*begin thinking about a research paper topic and hypothesis and organize your research notebook

Week 2 (9/1-9/5): Secondary Sources

Labor Day on 9/ 1 (no class Monday)

Hubbuch chap. 3 by Wed.

*have a topic selected this week

*begin this week compiling your secondary source bibliography

Week 3 (9/8-9/12): Secondary Sources

Secondary Bibliography assignment due on Wed. 9/10

First Quiz on Friday 9/12

Hubbuch chap. 4 by Friday

Week 4 (9/15-9/19): Government Documents and Microfilm

*acquire and begin readings secondary sources

*begin searching for primary sources

Week 5 (9/22-9/26): Interviewing

Government Documents/Microfilm assignment due Mon. 9/22

*continue reading secondary sources and searching for primary sources

Week 6 (9/29-10/3): Law Library

Interview assignment due Monday 9/29

*continue reading secondary material; search for and acquire primary sources

Week 7 (10/6-10/10): Archives

Archives assignment due Monday 10/6

*continue searching for, acquiring and reading all types of sources

*second round of mandatory individual meetings

Week 8 (10/13-10/17): Archives/ Organizing Your Sources

Primary Source Bibliography due Wednesday 10/15

Hubbuck chap. 5 by Friday

*continue searching for, acquiring and reading all types of sources

Week 9 (10/20-10/24): Developing a Thesis Statement

Second Quiz Monday 10/20

*analyze and organize your sources

*have a thesis statement by Friday

Week 10 (10/27-10/31): Outlining and Incorporating Quotations

Hubbuck chap. 6 by Monday

*begin outlining your paper and selecting relevant sources

Week 11 (11/3-11/7): Avoiding Plagiarism and Citing your Sources

Hubbuck chap. 8 by Wednesday

*begin writing your paper

Week 12 (11/10-11/14): Citing your Sources

Citation assignment due Friday 11/10

read appropriate appendix in Hubbuck related to your chosen citation style

Week 13 (11/17-11/21): Individual Meetings

*continue writing your first draft

Week 14 (11/24-11/28): Editing

First Draft of paper due Monday 11/24

Hubbuck chap. 7 by Monday

Week 15 (12/1-12/5): Individual writing time

Final Research Paper and Notebook assignments due on Friday 12/12

NAS 200: Final Assignments

The following assignments are due next **Friday , May 6.**

Research Notebook (30 points): I need to see the work you have been doing in your research notebook all semester. This notebook should be based on the guidelines laid out in Hubbuck and which we discussed early in the course. There need to be *at least* four elements, but they do not need to be placed in any specific order:

***see Hubbuck for further clarification about these sections**

1) research strategy: notes to yourself about sources you need to acquire, people you need to meet with, assignment deadlines, etc. *If you have not been keeping up with this section, you'll have to complete it after the fact*—tell me what your strategy was, where you went, who you spoke to for assistance, etc.

2) sources: your primary and secondary bibliographies. You've turned these in to me once, but I need to see them again to see how they have grown/evolved. If I commented on any problems with the first version(s), make sure you've corrected them. If you need to see the original guidelines I gave you for these assignments again, let me know and I'll get them to you. **Be sure to include all the sources you located in your searches, not just the ones you actually acquired or used in your five pages.**

3) reading: I'm looking here for your short summaries about key sources. If you would like to turn in the general notes you took from all your sources, you may do so.

4) free write/working hypothesis section: Hubbuch lists these as separate sections, but I just need to see evidence of your dialogue with yourself about your research project. *If you have not been doing this, you'll have to do it after the fact*—write down your thoughts about what problems you faced in this research and writing project, how you overcame them, how your hypothesis/thesis evolved, etc.

Outline and Writing Sample (45 points)

Directions: Your final draft of this assignment is just like your first, except that you need full and proper citations. Also, mention of possible sources for each section of the outline is required.

What I need to see:

see other side

-an introductory paragraph with a clear thesis statement

-A full outline of your paper (the hypothetical paper needs to be at least 25-pages long)

-For each part of your outline, I need to see a full-sentence or more description of what you hope to achieve with that portion of the paper.

-written justification for why you've decided to place that section in this part of the outline.

-Include in each section in your outline mention of the types of sources you would expect to use.

-A minimum of *five full, uninterrupted pages* (double spaced) of text from any portion of your outline. Be sure to show me exactly where these pages will fit in to your outline.

-The written section of text *must* include some of your secondary and primary research material as evidence.

-Do not use long quotations or a large number of quotations in your five pages. I mainly want to see how you construct your arguments and write in your own words. Some quotations are fine.

How I will grade these final assignments: I am using your notebook, outline and paper to assess your research, organization and writing skills. I will consider how thorough and creative you have been as a researcher, and will judge this in part by using your paper, but more importantly by looking at the bibliographies and research strategies in your notebook. The free write sections in the notebook, along with the paper itself, is used to assess the clarity and creativity of your thesis development. The outline and paper are used to judge your organization and how well you support your thesis. The paper is also used to assess your writing style and grammar.