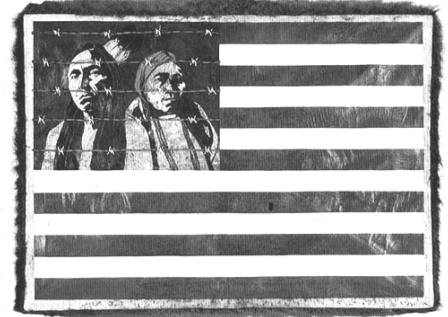


English 112 : Composition and Literature

Stories of Native America

021 Irvin Hall



Instructor: Nora Bonner
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Office Hours:
or by appointment

Required Texts: (available on E Reserves):

Selections from:

1. Lobo, Susan and Steven Talbot. *Native American Voices: A Reader*. Addison Wesley Longman: New York, © 1998
 Spicer, Edward H: *The American Indians* (9-18)
 Forbes, Jack D: *Basic Concepts for Understanding Native History and Culture* (28-38)
2. Todorov *Conquest of America*

Short Stories by Sherman Alexie from The Lone Ranger and Tonto Fistfight in Heaven:

3. *This is what it means to say Phoenix, Arizona.*
4. *The Approximate Size of My Favorite Tumor*
5. *Somebody Kept Saying Pow Wow*
6. *The Train is an Order of Occurrence*
7. *The Trial of Thomas Builds-a-Fire*
8. *Every Little Hurricane*
9. *A Good Story*

Longer texts

Sacred Heart Diane Glancy

Ceremony by Leslie Marmon Silko

Required Materials: A DOUBLE ENTRY NOTEBOOK:

Three-prong folder
Loose leaf paper
Paperclips
Staples
Stapler

Description and Expectations

English 112 is a Miami Plan Foundation. Class discussions, writing assignments, group work, and notebook responses will help us develop critical thinking skills and understand the context of our reading assignments. Throughout the course, we will read stories and essays written by or about Native Americans, paying close attention to running themes and reoccurring images.

All freshmen are required by the university to produce 40-50 pages of writing by the end of the course. Keep in mind that as undergraduates, you are expected to spend two hours of coursework for every hour you spend in class. You will spend most of this time reading and responding to the texts in the forms of journal entries, and two literary analysis papers. We will spend a lot of time on the context of our readings

Goals:

By the end of the course, you should be able to:

- Demonstrate college level of critical thinking, reading, and writing.
- Recognize your reading habits and improve them
- Understand how authors tell stories in terms of their choices for narrative approaches, character development, metaphor, etc.
- Carry on a dialogue with the literature we read



Grade Components:

Double-Entry Notebooks: (30%)

Because the main point of the class is to engage in our reading assignments, this notebook carries a lot of grade-weight. Each student will purchase a three-pronged notebook with loose leaf paper that will be used as a double entry notebook. I will assign responses and small writing assignments, and collect them periodically throughout the semester (dates are noted in the course calendar).

Major Writing Assignments: (30%)

You will complete four major papers for this course:

- 1) Textual Analysis Short Paper, 3-5 pages (10%)
- 2) Dialogue Assignment, 2-3 pages (5%)
- 3) Long Paper, 6-8 pages (15%)

The page numbers aren't strict—I'm more concerned that the work is complete, though no piece of writing should exceed 10 pages. For these assignments, you'll turn in a first draft and a major revision. Only the revisions will be graded. **You can continue to revise each piece of writing until you receive a desired grade.** You will turn in the final drafts of the assignments along with your notebooks at the end of the term.

All drafts and revisions should be formatted in 12 pt. font, double spaced, with one inch margins. Arial or Times New Roman fonts make your documents look more professional.

Presentation: (10%)

You will give present a Native American tribe to the rest of the class that should include one folktale from their tribes. The aim is to shed light on the diversity of Native American culture. More details about this to come.

Attendance and Class Participation: (25%):

I'm not oblivious to the fact that our class meets not only often, but *early*. Still, I expect that you'll be awake and alert for class discussions. The university requires Participation will count for 10% of your grade, which means it could be the difference between a B and an A at the end of the course.

Blackboard Participation: (5%)

We will be using the Blackboard for some assignments (instead of the notebooks) and I expect everyone to respond to discussions at least three times during the semester.

A	...	100-94%	C-	...	73-70%
A-	...	93-90%	D+	...	69-67%
B+	...	89-87%	D	...	66-64%
B	...	86-84%	D-	...	63-60%
B-	...	83-80%	F	...	<60%
C+	...	79-77%			
C	...	76-74%			

Grades for Major Writing Assignments:

I understand that writing can be pretty subjective, but your *College Composition at Miami (CCM)* gives a fine breakdown of how the letter grades will be applied to your papers. I will be using this checklist as a general guideline when I grade, so read it carefully. See *Evaluation of Student Work*, CCM pp. 152-154. That said, each assignment will have its own elements and criteria, which I'll discuss with you in class. I will put a grade on every revision you write.

Midterm Grade and Conference:

At the midterm, I will post your grade on the My Miami site. This mid-term grade will **not** affect your final grade, but should be used only to help you gauge your performance in the middle of the semester. I will ask all students to set up a 10-minute conference with me to discuss not only the grade, but how you're feeling about the class so far—tell me what you think works and what you think we spent too much time on, etc. This should be pretty relaxed—I just want to get some feedback about how the class feels about things and to help make sure you know what you need to do to get the grade you want at the end of the course.

Policies

Attendance:

Miami University requires every student to attend every class meeting. I'm willing to give you three absences, no questions asked. If you miss more than that (which would be more than a week's worth of classes), it will affect your grade in the following manner:

4th absence: your grade will drop by 1/3 of a letter (example, from a A to A-)

5th absence: your grade will drop 2/3 (A to B+)

6th + absence: your grade will drop a full letter: (A to B)



Keep in mind that you'll be responsible for everything you miss, including in-class writing assignments, and that I still expect all homework assignments to be turned in on time unless you contact me with an emergency case.

Tardiness:

Given that our class meets for 50 minute periods, not even an hour, I'm going to have to be pretty strict about this. We just don't have time for grace-periods, I'm genuinely sorry to say. I will start right at 8am and if you're not there when I start, that will count as a *late*. Three lates make an absence.

Late Assignments:

If you turn in an assignment late, **your grade will drop a full letter for each day after it's due**. With that said, I tend to be nice and reasonable, so if you are unable to complete the assignment on time, come talk to me and we'll work something out.

Plagiarism...

(i.e. stealing other peoples' ideas and work and saying it's yours **or** turning in a paper you've used for another class) is not tolerated at this university. To make sure you don't have to sit through an embarrassing conference with the department head, or get expelled, carefully read pages 156-158 of the CCM, *Intentional and Accidental Plagiarism*, and see to it that you don't commit this crime.

Resources and Additional Information:

- I'm happy to meet with you outside of class for any ideas you want to discuss, questions you might have about your revisions, or concerns you have about the work and/or the course. If you email me (bonnernj@muohio.edu), I should be able to get back to you within 24 hours. On most days, within 12 hours.
- If you require accommodation due to a disability, please come speak to me about it during the first week of the semester so we can make the proper accommodations as soon as possible. If at any time, for any reason, you feel like you need extra support please let me know. I am willing to work with you to meet whatever needs that might arise during the semester.

- The Learning Assistance Center provides academic services—including a Learning Disabilities Program. It's located in the Campus Avenues Building. For more information, call the Office of Learning Assistance at (513) 529-1541.
- If you need it, the Student Counseling Service is located in the Health Services Center and provides a range of counseling services. You can reach them at (513) 529-4634.
- The Howe Writing Center is located on the first floor of King Library. They're open Monday-Thursday from 11-9pm, Friday from 11-5pm, and Sunday from 1-9pm. Their well-trained staff can help you with questions about grammar, citation, idea brainstorming, reviewing drafts--you name it. I encourage you to make a trip over there if you're having trouble with a revision.

One More Thing...

It's wise to get the phone numbers and/or email address of at least two people in the class, as it is your responsibility to make up any work you might miss during the semester.

Name: _____ Email _____ Phone: _____

Name: _____ Email _____ Phone: _____

Course Calendar

(Subject to Change)

Week One:

○ Monday, January 12

Introductions, go through syllabus. In-class writing assignment.

BEFORE CLASS: Look over syllabus and prepare that. Highlight key points.

I'll give a writing prompt, ten minutes, about their reading practices—probably something about learning how to read. First experience with words.

AFTER CLASS: Find and copy poem.

○ Wednesday, January 14

Today we'll complete a group assignment. Give poem out today.

For next class: have your notebooks ready. Also, read Spicer and Forbes from E-Reserves.

We'll read a poem by a Native American writer—not sure which yet, but one that is particularly tough to understand. I'll have them get into groups and I'll lead the gaps and borders discussion. I'll also explain how to put together the double entry notebooks. If we have time, we'll also complete a ten-minute writing prompt where they write down everything they know about Native Americans. This is so I can get a sense of what they can offer for the topic—I want to understand their relationship to the theme.

○ Friday, January 16

Have your notebooks put together by today. Today we'll discuss the essays by Spicer and Forbes.

For Next Class, read the Todorov from E-Reserves. Also, in your notebook, complete a personal-reading inventory if we didn't have time in class.

BEFORE CLASS: Prepare something about MLK. (Video?) Also, prepare the personal reading inventory assignment and post it on blackboard, so I can open it and show them in class how to do it.

Discuss readings, watch MLK video. Do Personal reading inventory.

AFTER CLASS:

Week Two

○ **Monday, January 19**

****NO CLASS**** (Think about Dr. Martin Luther King, Jr. at least once today.)

Prepare Trail of Tears Essay

http://thislife.org/Radio_Episode.aspx?episode=107

○ **Wednesday, January 21**

Today we'll discuss the Todorov and start a radio essay about the Trail of Tears.

○ **Friday, January 23**

TURN IN NOTEBOOKS TODAY

Today we'll finish the radio essay and write a quick response.

For next class, read: *This is What it Means to Say Pheonix, Arizona*

Week Three

○ **Monday, January 26**

Today we'll discuss *This is What it Means to Say Phoenix, Arizona*.

For next class, read: *The Trial of Thomas Builds-the-Fire*. Also, make sure you have completed the double-entries for the short stories we have already read

prepare key terms

○ **Wednesday, January 28**

Today we'll discuss *The Trial of Thomas Builds-the-Fire*.

I will introduce the key terms by pointing out how they already appear in the texts we read over the weekend.

For next class, read: *The Approximate Size of My Favorite Tumor* and *Somebody Kept Saying Pow Wow*

○ **Friday, January 30**

Today we'll discuss and *The Approximate Size of My Favorite Tumor* and *Somebody Kept Saying Pow Wow*

For next class, read *Jesus Christ's Half-Brother is Alive and Well on a Spokane Indian Reservation* and *The Train is an Order of Occurrence*. Also, complete the journal prompt I assign in class.

I will ask my students to choose a quote from the text and do a free-write about it. We will then go around the class and share which quote they chose and why.

Week Four

○ **Monday, February 2**

Today we'll discuss *Jesus Christ's Half-Brother is Alive and Well on a Spokane Indian Reservation*

The journal prompt will be to pick one of the stories they've read so far and answer the questions: What was the single most important event in the story? How do you know? Prove it with textual evidence"

Assign paper today. *Today I'll assign the textual analysis paper. I will brainstorm with them on the board about how to approach this. I.E. picking themes, ways of reading, and citing them from the stories.*

For next class, read: *The Train is an Order of Occurrence*

○ **Wednesday, February 4**

Today we'll discuss *The Train is an Order of Occurrence*

Find a copy of a Lit Criticism essay on one of the stories from Tonto

For next class, read: *Every Little Hurricane* and *A Good Story*. Also, in your notebook, write a diary entry from the perspective of one of the other characters, not the narrator, mentioned in the text. Example: Victor's father.

○ **Friday, February 6**

Today we'll discuss *Every Little Hurricane* and *A Good Story*.

This story braids two kinds of hurricanes: metaphorical and literal. I'm going to have them mark the text and pay attention to how he does this (it's quite impressive, I think.) The focus is on close-reading.

For next class: Complete a Blackboard discussion assignment. *For Blackboard: How does the setting or the symbolism function in the story?*

For next class, read: *Every Little Hurricane* and *A Good Story*. Also, in your notebook, write a diary entry from the perspective of one of the other characters, not the narrator, mentioned in the text. For example: The dad.

Find and copy a literary criticism article about Tonto.

For next class: Complete a Blackboard discussion assignment. Reading TBA
For Blackboard: How does the setting or the symbolism function in the story?

Week Five

○ **Monday, February 9**

Today we'll have a class discussion to tie-up the Alexie Stories, reviewing what people wrote on the Blackboard.

For next class: read p. 1-44 of *Stone Heart*. Also, finish up your papers.

Use Blackboard to guide discussion, and also keep in mind preparation for the first papers. It's a day to help guide them to writing.

AFTER CLASS: Prepare Small Research Topics.

○ **Wednesday, February 11**

NO CLASS TODAY

I'm going to be in Chicago for a writing conference.

○ **Friday, February 13**

NO CLASS TODAY

Week Six

○ **Monday, February 16**

****FIRST PAPER DUE****

Get some kind of intro together for Sacajawea. Give out small research topics.

Today we'll discuss the first section of *Stone Heart*.

For next class, read: 45-64 *Stone Heart* Also, find something to share with the class pertaining to the historical context/setting of the book. I'll assign the topics in class.

If I can find it, I might show part of a documentary about Lewis and Clark.

This is the "Research Historical Contexts" activity in the TG p. 302. They can partner up for this, if they want.

○ **Wednesday, February 18**

Today we'll discuss 45-64 of *Stone Heart* and share our findings about the historical context of the book.

Today I will have them quickly share what they found out researching the historical context—it could be a picture they found on the internet, something... We will then look at some of the locations on Google. Since it is Lewis and Clark, we could watch a part of a documentary about it or look at clips. Maybe we'll just map out the journey. Obviously I need to look into this a bit more. We will focus on the setting and discuss how knowing the history of some of the locations might influence how we would experience visiting that place today.

For Next Class: read 65-84, *Stone Heart*. Complete a double-entry notebook for the reading up to this point

○ **Friday, February 20**

****Notebook Collections Today**** Today we'll discuss 65-84 of *Stone Heart*

Today I'll use the "Close reading: Setting" exercise in the TG

For Next Class, read 84-107 *Stone Heart*.

Week Seven

○ **Monday, February 23**

Today we'll discuss 84-107 of *Stone Heart*

I'm going to assign a 2-3 page dialogue paper, where they have to write dialogue with Sacajawea as if she traveled in time to America today. That's one option. The other would be to have them respond as if they were Sacajawea to a section from the text (turn the 2nd person into dialogue).

For next class, read 107-125 of *Stone Heart*.

○ **Wednesday, February 25**

Today, have read 107-125 *Stone Heart*. In your journals, write an account of your day in 2nd person.

I will use the intertextuality exercise on p. 325 of the TG It could be great if I could find a clip from the Simpsons that dealt with Native Americans. ☺

For next class, Finish *Stone Heart*

○ **Friday, February 27**

****Optional Revision Due**** Today we'll discuss the end of *Stone Heart*.

I'm giving them the revision as an option for this class... I'm actually mulling over exactly how I approach this and peer review for this class, since I want the emphasis to be more on reading than the writing. I'm hoping that the double-entry notebooks will prepare them to write solid papers, but I'm still thinking about it. The reason is because I'm giving them so many notebook assignments—I really want them to be having a constant dialogue with their readings, and I'm papers will reflect this.

In class, we will do the "extend the end of the story" exercise.

Week Eight

○ **Monday March 2**

Group Work Day

I'll let my students convene in their groups and get ready for the presentations.

○ **Wednesday, March 4**

PRESENTATIONS

○ **Friday, March 6**

Dialogue Assignment Due

PRESENTATIONS

For next class, have read: Introduction/Preface and pages 1-37 of *Ceremony* and keep a double-entry notebook of the text.

Week Nine

○ **Monday, March 9**

SPRING BREAK

- **Wednesday, March 11**

SPRING BREAK

- **Friday, March 12**

SPRING BREAK

Week Ten

- **Monday, March 16**

Today we'll discuss Preface, Introduction, and pp 1-37 of *Ceremony*

For next class, read 38-58 (Starting with "The first day in Oakland...") of *Ceremony*.

- **Wednesday, March 18**

Today we'll discuss 38-58 of *Ceremony*.

I'll give a hand out of key terms. We will get into groups and find examples from the text so far of each of the terms and write them on the board.

For next class read: 59-85 of *Ceremony*

Today I'll assign the Long Paper. We'll also do the "Working through Examples of Figurative Language" assignment from the TG (344)

- **Friday, March 20**

Today we'll discuss 59-85 of *Ceremony*

We'll do the figurative language and advertising assignment from the TG

For next class read: 86-106 of *Ceremony* Bring a quote to share with the rest of the class. Journal about it, what it means to you.

Week Eleven

- **Monday, March 23**

Today we'll discuss 86-106 of *Ceremony* and share our quotes.

For next class, read: 107-142 (after poem) of *Ceremony*. In your journal, pick an image that sticks out to you in the text and then journal (1 page) why you chose it.

○ **Wednesday, March 25**

Today we'll discuss 107-142 of *Ceremony*

We'll do the Understanding Concrete Metaphors activity from 346 of the TG Also, discuss theme of racism.

For next class, read: 142(after poem) - 163 of *Ceremony*. Get your notebooks up-to-date.

○ **Friday, March 27**

****Notebook Collections Today****

Today we'll discuss 142(after poem) - 163 of *Ceremony*

Understanding vs. Explicit from 348 of TG.

For next class, read 164- 186 of *Ceremony*. Also, complete Character Inventory assignment on Blackboard.

Week Twelve

○ **Monday, March 30**

Today we'll discuss 164-186 of *Ceremony*

Do an assignment with theme—hunt for passages about theme in groups.

For next class, read 187-210 of *Ceremony*

Collect and Copy 2 Literary Articles on Ceremony.

○ **Wednesday, April 1**

Today we'll discuss 187-210 of *Ceremony*

For next class: Finish *Ceremony*

○ **Friday, April 3**

Today we'll discuss the end of *Ceremony*. For next class, Read: TBA (a literary article on *Ceremony*). I will hand this out in class.

Week Thirteen

- **Monday April 6**

Today we'll discuss the literary criticism article about *Ceremony*.

Copy second Lit Crit article to hand out in class.

- **Wednesday, April 8**

Today we'll discuss the second literary criticism article.

- **Friday, April 10**

Class Activity TBA.

Week Fourteen

- **Monday, April 13**

****Long Paper Due for Workshop****

Workshop long-papers with partners.

- **Wednesday, April 15**

****Turn in Long Paper****

Class Activity TBA

- **Friday, April 17**

Start watching *Smoke Signals*

Week Fifteen

- **Monday, April 20**

Return the long papers by today.

Watch *Smoke Signals*

- **Wednesday, April 22**

Finish watching *Smoke Signals* and discuss.

- **Friday, April 24**

Evaluations. Journals and Writing Assignments Due.