**General Education Course Inclusion Proposal**

**SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number:** EN 316: Native American Novels and Poetry

**Home Department: English**

**Department Chair Name and Contact Information** (phone, email): Lynn Domina, ldomina@nmu.edu, 227-2711

**Expected frequency of Offering of the course** (e.g. every semester, every fall): Every Fall (1-2 sections)

**Official Course Status**: Has this course been approved by CUP and Senate? YES

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

A. Overview of the course content

Survey and critical analysis of contemporary novels and poetry in English by aboriginal writers of North America. Development and influences will be considered. Earlier works may be included for comparative purposes. Students will read the texts with attention to the historical and socio-cultural contexts of each work.

B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes

EN 316 is a popular course that introduces students to a variety of worldviews and perspectives. It enhances students’ understanding of literature, American history, the diversity of Indigenous cultures, and the relationship among texts, culture, land, and history. EN 316 requires students to read novels and poetry from a range of Indigenous authors. They analyze these texts from within tribally-specific perspectives, taking into account the homelands, cultures, and histories that influence the texts. Through these activities, the students will fulfill the requirements of both Critical Thinking (analytical reading and writing) and Social Responsibility in a Diverse World (research, reading, and writing about diverse tribal cultures and literatures).

***Critical Thinking***

Critical thinking undergirds all of the written and oral work students engage in for EN 316. This course requires students to read novels and poetry in English from a range of aboriginal authors from North America. Students will critically analyze texts, taking into account the historical and cultural issues related to specific aboriginal tribes. i.e., Cherokee and Potawatamie. Students will also consider external influences, such as boarding schools and relocation, from writers outside their tribe that influence the texts. Students will compose several multi-draft written, oral, and multimodal assignments.

* In order to satisfy the ***Evidence*** learning outcome dimension, students will be required to recognize key literary elements in novels and poetry and generate and support assertions.
* For the ***Integration*** learning outcome dimension, students will incorporate and explore multiple ideas about western and indigenous literary genres in one analytic essay.
* For the ***Evaluate*** learning outcome dimension, students will demonstrate knowledge of course texts by completing a final exam.

**Social Responsibility in a Diverse World**

The major focus of EN 316 is critical analysis of literary texts from diverse indigenous cultures. To that end, students in EN 316 will examine novels and poetry through active reading and historical, social, and cultural contexts, engaging in textual and multimodal essays/projects that require that they synthesize and integrate knowledge of genre and context.

* In order to satisfy the ***Knowledge of Cultural Worldview Frameworks*** learning outcome dimension, students will recognize key literary elements in Native American literatures and integrate that knowledge through various written/oral/multimodal projects (argumentation, analysis, and research).
* To address the ***Intercultural Awareness*** learning outcome dimension, students will learn to find, evaluate, and integrate primary and secondary information in a minimum of one major assignment. They will trace specific themes through the genre and examine how authors explore particular subjects and meanings in different ways and analyze how authors complicate understandings of what literature looks like from diverse aboriginal people.
* To address the ***Intercultural Engagement*** learning outcome dimension students will analyze and engage with literatures from within particular diverse cultural perspectives. This engagement will be reflected in artifacts such as presentations, analytical essays, and class discussion.
* To satisfy the ***Ethical Issue Recognition*** learning outcome dimension, students will analyze how particular historical and cultural contexts surrounding a text impact how we understand the text. Students will demonstrate knowledge through artifacts such as reading quizzes, short essays, discussions prompts, performance, exam, etc.

C. Describe the target audience (level, student groups, etc.)
D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)

EN 316 requires sophomore standing and passing “EN 211” with a grade of C or higher. It fulfilled the division II Liberal Studies requirement and the World Cultures requirement and attracts students from majors all over campus. The majority of the students who take EN 316 (perhaps 70-80%) are not English majors.

E. Provide any other information that may be relevant to the review of the course by GEC

**PLAN FOR LEARNING OUTCOMES
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | **Task Type:** Students will participate in course conversations (face-to-face or online), and/or provide analysis on assigned readings, and/or create discussion questions, and/or produce oral presentations. *Evidence* dimension is assessed via assignment-specific rubrics.**Frequency:** at least twice **Overall Grading Weight:** 20% -40% **Expected Proficiency Weight:** The criterion weight level for *proficient* is at 75% because EN 316 is an upper division literature course |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | **Task Type:** Students will compose 1-3 thesis-driven essays, and/or submit analytical responses, and/or interpretive projects on the assigned texts by applying critical theory. Integration dimension is assessed via assignment-specific rubrics.**Frequency:** at least twice **Overall Grading Weight:** 20% -40% **Expected Proficiency Weight:** The criterion weight level for *proficient* is at 75% because EN 316 is an upper division literature course |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | **Task Type:** Students will create a final project or compose a final seminar paper or complete a final exam, drawing from their work over the semester to identify key ideas and concepts and to synthesize what they have learned. Evaluation dimension is assessed via assignment-specific rubrics.**Frequency:** at least once**Overall Grading Weight:** 20% -40% **Expected Proficiency Weight:** The criterion weight level for *proficient* is at 75% because EN 316 is an upper division literature course |

**PLAN FOR LEARNING OUTCOMES
SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*Attainment of the SOCIAL RESPONSIBILITY IN A DIVERSE WORLD Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Knowledge of cultural worldview frameworks**  | Knowledge of elements important to members of another culture | **Task Type:** Students analyze texts in historic and tribally-specific contexts through participation in online and face-to face discussions and will demonstrate their understanding of the connections between culture and literature through group projects, and/or individual presentations, and/or composing analytical essays.**Frequency:** at least twice **Overall Grading Weight:** 20% -40% **Expected Proficiency Weight:** The criterion weight level for *proficient* is at 75% because EN 316 is an upper division literature course |
| **Intercultural Awareness** | Awareness of multiple cultural perspectives | **Task Type:** Students compose written responses to the literature within multiple, distinct indigenous communities by analyzing Western and indigenous writing and storytelling conventions.**Frequency:** at least twice **Overall Grading Weight:** 20% -40% **Expected Proficiency Weight:** The criterion weight level for *proficient* is at 75% because EN 316 is an upper division literature course |
| **Intercultural Engagement** | Being willing to engage with cultures other than one’s own | **Task Type:** Students will complete essays/projects and/or exams in which they examining literary texts within particular tribal worldviews—including spirituality, scientific knowledge, land ethics, and community relationships **Frequency:** at least twice **Overall Grading Weight:** 20% -40% **Expected Proficiency Weight:** The criterion weight level for *proficient* is at 75% because EN 316 is an upper division literature course |
| **Ethical Issue Recognition**  | Awareness of ethical issues as they relate to cultures | **Task Type:** Students – through presentations, or essays, or class discussions - will examine culturally diverse literary texts and discuss ethics related to specific spiritual belief systems, Indigenous scientific knowledge, land ethics, and world views**Frequency:** at least twice **Overall Grading Weight:** 20% -40% **Expected Proficiency Weight:** The criterion weight level for *proficient* is at 75% because EN 316 is an upper division literature course |

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**English 316: Native American Novels and Poetry**

**Fall 2014, Monday/Wednesday 10-11:40, Jamrich 3317**

**and Monday/Wednesday 1-2:40, Jamrich 3319**

**Professor Amy T. Hamilton**

**Email: amyhamil@nmu.edu**

**Office Phone: 227-1724**

**Office: Jamrich 3240**

**Office Hours: Tuesday/Thursday 1:00-3:00pm and by appointment**

**Course Objectives:**

* Students will recognize key literary elements in novels and poetry.
* Students will incorporate and explore multiple ideas about western and indigenous literary genres in one analytic essay.
* Students will demonstrate knowledge of course texts by completing a final exam.

**Course Description:**

This course examines novels and poetry written by Native American authors. We will consider what binds these texts together as “Native American Literature” as well as how the socio-cultural contexts of each work might challenge such a construction. How do these writers imagine indigenous identities in relation to traditional beliefs and stories as well as in relation to the history of contact with Euro-Americans? How do they represent issues of sovereignty, community, removal, and the reservation system? Throughout the semester we will also discuss and call into question our own conceptions of “Indian-ness” as we read Native American literature with an eye to the specific cultural contexts of the texts.

**Required Texts:**

Sherman Alexie, Face

Allison Adelle Hedge Coke, *Blood Run*

Stephen Graham Jones, *Ledfeather*

Simon Ortiz*, From Sand Creek*

Susan Power, *The Grass Dancer*Leslie Marmon Silko, *Ceremony*

**Assignments:**

Assignments are graded as follows:

 93-100=A
        90-92=A-
        87-89=B+
        83-86=B
        80-82=B-
        77-79=C+

 73-76=C
        70-72=C-
 67-69=D+
 63-66=D
 60-62=D-
 Below 60=F

**Breakdown of Course Grade:**

Quizzes/Daily Response…………15%

Midterm Essay …………….……..20%

Final Exam…………………….….25%

“On Call” Days (2)…………..…...5% each

 “On Call” papers (2)………5% each

Attendance…...................................10%

Participation……………………….10%

**Quizzes/ Daily Responses:** At the beginning of each class you will be presented with a discussion question or brief quiz based on the reading assigned for that day. You will have 10-15 minutes to respond. You must be in class to complete the daily responses - they may not be made up. You will, however, be able to miss two responses with no impact to your grade.

**Midterm Essay:** You will write one 4-5 page essay in response to one of a set of prompts handed out mid-semester. These essays should provide a detailed, analytic reading of one focused aspect of one of the course texts. Your essays will be graded on attention to detail, clarity, and intellectual engagement. We will discuss the format of these essays in more detail in class.

**“On Call” Days:** Early in the semester each student will sign up for two “On Call” days. Though you are expected to *always* be prepared to participate in class discussions, on your “On Call” days you will be expected to prepare more than usual. You should come to class with the course text read (obviously). You should also prepare some discussion questions or topics. You will act as an “expert” on your “On Call” days and will be graded on the level of engagement and preparation you demonstrate.

**“On Call” Papers:** In addition, you will be required to turn in a brief (2-3 page) paper on your “On Call” Days. These papers should be responses to one of the discussion questions or topics that you prepare for the class. As with any paper in an English course, your papers must include a thesis and supporting material (quotes) from the text.

**Final Exam:** You will write a Final Exam that will ask you to synthesize the ideas from the course readings, films, and discussions. We will discuss the format of the final later in the semester.

**Participation:** Much of this course will be discussion oriented. As a result, you are all required to participate in course discussions. To earn an “A” for participation you must participate *every* class you attend.

**Attendance:** Your attendance grade breaks down as follows (absences accrued for documented, school-sanctioned activities or absences for which you obtain a doctor’s note will not count toward your absence total):

 0-2 absences: 100%

 3 absence: 92%

 4 absences: 88%

 5 absences: 85%

 6 absences: 81%

 7 absences: 78%

 8 absences: 75%

 9 absences: 71%

 10 absences: 68%

 11 absences: 65%

 12 absences: 61%

 13 absences: 58%

 14 absences: 55%
 Etc.

**Course Policies:**

**Missed or Late Assignments:** *Essays* are due in class on the days indicated on the syllabus. Late essays will accrue a penalty for each day they are late (at least 3% per day), **unless** you speak with me **before** the due date and we arrange for an extension.

 You **must** be present for your “On Call” days*.* A missed “On Call” day will earn a zero. If you anticipate a problem, talk with me **immediately** so that we can reschedule. Your *“On Call” papers* are due in class the day you are scheduled to be on call.

 *Exams* may not be made up except under extraordinary circumstances that make it absolutely impossible for you to attend.

**Attendance:** You are expected to be in class each day we meet. If you miss a class, you are expected to contact one of your classmates for any missed notes, assignments, or information.

**Syllabus and Daily Schedule:** The Daily Schedule may be adjusted over the course of the semester in response to classroom needs or unexpected events. I will notify you of any changes in class and via email.

**Plagiarism and Academic Honesty:** All of the work you turn in is expected to be wholly original to you, and any use of other people’s ideas **must** be properly cited. **Plagiarism will result in a failing grade on the assignment and may result in a failing grade for the course and referral to the Dean of Students.** Please refer to your student handbook for further information about plagiarism.

**Laptop Use:** Because this course will primarily be discussion oriented and your participation is required, your laptop must remain closed in class unless otherwise noted.

**ADA:** If you have a need for disability-related accommodations or services, please inform the Coordinator of Disability Services in the Dean of Students Office at 2001 C. B. Hedgcock (227-1700). Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state, and University guidelines.

**Daily Schedule**

**Schedule may change with advance notice – please pay attention to updates given in class.**

***Always* come to class prepared and bring the assigned reading for that day.**

**Week 1:**

**August 25: *In class:*** Introductions to the course and one another.

***Before next class:*** Purchase texts and read through syllabus; Read “Towards a National Indian Literature” on EduCat.

**August 27: *In class:*** Overview of history of American Indian Literature. Discuss Reading. Sign up for
 on call days.

***Before next class***: Read “Answering the Deer: Genocide and Continuance in the poetry of American Indian Women” and poems linked on EduCAT.

**Week 2:**

**September 1: Labor Day – NO CLASS**

**September 3: *In class:*** Discuss readings. Overview of the Sand Creek Massacre.

***Before next class:*** Read Ortiz p. 1-40

**Week 3:**

**September 8: *In class:*** Discuss Ortiz

***Before next class:*** Finish Ortiz.

**September 10: *In class:*** Finish discussing Ortiz.

 ***Before next class:*** Read Hedge Coke p.ix-42 and visit web sites for Blood Run,

Cahokia Mounds, and the Newark Earthworks (links on EduCAT)

**Week 4:**

**September 15:** ***In class:*** Discuss Hedge Coke

 ***Before next class:*** Read Hedge Coke 45-71

**September 17: *In class:*** Discuss Hedge Coke

***Before next class:*** Finish Hedge Coke and read Allen’s “Serpentine Figures, Sinuous Relations” on EduCAT

**Week 5:**

**September 22: *In class:*** Discuss Hedge Coke and Allen

***Before next class:*** Read Alexie p. 11-38

**September 24:** ***In class:*** Discuss Alexie

 ***Before next class:*** Complete Alexie; begin work on Midterm Essay

**Week 6: UNITED Conference: More information will be provided in class.**

**September 29: Class Canceled – attend UNITED conference**

**October 1: Class Canceled – attend UNITED conference**

**Week 7:**

**October 6: *In class:*** Discuss Alexie. Workshop Midterm Essay

***Before next class:*** Revise Midterm Essay; Read Owens “Introduction to *Other Destinies: Understanding the American Indian Novel*”, Alexie “How to Write the Great American Indian Novel,” and Silko “Landscape, History, and the Pueblo Imagination” on EduCAT

**October 8: *In class:*** **Midterm Essay Due;** Discuss readings

***Before next class:*** Read Silko xi-xxiii, 1-48

**Week 8:**

**October 13: *In class:*** Discuss Silko.
 ***Before next class:*** Read Silko 48-99

**October 15: *In class:*** Discuss Silko

***Before next class:*** Read Silko 99-163

**Week 9:**

**October 20:** ***In class:*** Discuss Silko

 ***Before next class:*** Complete Silko

**October 22: *In class:*** Discuss Silko

 ***Before next class:*** Read Power p. 3-71

**Week 10:**

**October 27: *In class:*** Discuss Power

 ***Before next class:*** Read Power p. 75-156

**October 29: *In class:*** Discuss Power

 ***Before next class:*** Read Power 159-236

**Week 11:**

**November 3: *In class:*** Discuss Power

 ***Before next class:*** Complete Power

**November 5:** ***In class:*** View *Reel Injun*

 ***Before next class:*** Catch up on any missed readings

**Week 12:**

**November 10: *In class:*** Discuss Power and film.
 ***Before next class:*** Read Jones p. 11-63

**November 12: *In class:*** Discuss Jones

 ***Before next class:*** Read Jones p. 64-143

**Week 13:**

**November** **17: *In class:*** Discuss Jones

 ***Before next class:*** Complete Jones

**November 19: *In class:*** Discuss Jones

 ***Before next class:*** Start Reviewing for Final Exam

**Week 14:**

**November 24: THANKSGIVING – NO CLASS**

**November 26: THANKSGIVING – NO CLASS**

**Week 15:**

**December 1:** ***In class:*** Review for Final Exam

**December 3: *In class:*** Review for Final Exam

**Week 16:**

**FINAL EXAM: M/W 10am section: Monday, December 8, 10am**

 **M/W 1pm section: Tuesday, December 9, 12pm**