

## Eastern Oregon University Course Syllabus

### Course Number

ENGL 257

### Course Name

Indigenous American Literature/Film

### Catalog Description

An intensive study of Indigenous American literature and/or film.

### Credit Hours

4

### Instructor

### Time and Place

Online

### Required Texts or Suggested Materials:

Link to the EOU Bookstore: [Eastern Oregon University Bookstore \(opens in new tab\)](#)

### Prerequisites

100-level literature and WR 121

### Learning Outcomes:

Upon completing the course, students will be able to:

- Course Orientation:
  - Employ resources, interact effectively, and respect difference
- Content Knowledge:
  - Employ concepts and approaches of literary reading and analysis, including annotation, terminology, close reading, interpretation, theory, and scholarship
- Inquiry:
  - Pursue literary inquiry through investigation of self-generated questions using multiple disciplinary approaches
- Communication:
  - Join the scholarly dialogue about literature by situating own ideas in relation to the ideas of peers and scholars, producing argumentative literary analysis, and ethically incorporating textual evidence
- Critical Thinking and Aesthetic Analysis:
  - Read/view for information and aesthetic experience
  - Differentiate quote, paraphrase, summary, and analysis
  - Identify issues to be debated, and take positions that are literary interpretations
  - Support interpretations by analysis of evidence from primary literary texts
  - Acknowledge own, peer, author, and scholar positionalities, contexts, assumptions, and viewpoints, and synthesize interpretations with them
  - Connect conclusions logically to analysis and synthesis
  - Evaluate literary analysis in own and peer drafts

- Reflect on learning

### **University Writing Requirement (UWR) Outcomes:**

- Students will produce at least 5,000 words (including drafts, in-class writing, informal papers, and polished papers); 2,000 words of this total should be in polished papers which students have revised after receiving feedback and criticism.
- Students will practice the forms of writing and reflect upon the nature of the writing used by graduates and professionals in the discipline the course represents.
- Students will write at least one paper integrating information from more than one source, employing the appropriate documentation style for the discipline represented by the course.
- Students will draft, revise, and edit their formal written work.
- Students will seek assistance from a Writing Tutor in the Writing Lab when needed and when referred by the instructor.
- Students must complete all UWR writing-intensive courses with a C- or better.

### **Criteria and Outcomes for DPD Courses:**

- DPD Courses engage students in the intellectual examination of the structures, systems, and ideologies that create and sustain discrimination and the unequal distribution of power and resources in society.
- Within the framework of particular disciplines and course content, students will be able to identify specific cases of unequal distribution of power and resources and to present a structural understanding of the sources and ideological bases of discrimination.
- DPD Courses review the effects of unequal distribution of power and discrimination within the framework of particular disciplines and course content.
- Students will demonstrate an ability to analyze the effects of discrimination from the perspective of marginalized groups.
- DPD Courses provide an opportunity to examine the contributions of underrepresented groups within the framework of particular disciplines.
- Students will be able to give examples of the contributions to society of underrepresented groups within the framework of particular disciplines (examples include: creative, cultural, literal, economic, historical, and political contributions).

In ENGL 257, DPD outcomes are assessed through discussion and writing, and while difference, power, and DPD issues are infused throughout the analysis of literature due to the nature of the literature studied and theory applied.

### **Course Requirements:**

- Canvas:
  - This course is fully online and employs Canvas learning management system.
- Carnegie System:
  - Every credit earned requires three hours of work per week, which means this course should take 12 hours each week.
- Timely Participation:
  - Online learning involves participation in reading communities that meet online usually asynchronously. Because participation in our reading community provides the support necessary to succeed on graded assignments, participation is required.

- To ensure these activities operate effectively, participants must prepare the assigned material by the deadline in the syllabus. Because I permit revision, it's better to meet the deadline regardless of quality, though good quality saves additional time.
- If you don't understand an assignment, ask. If you're working too close to the deadline for me to provide assistance, submit the assignment on time. Where revision is possible, I will provide feedback indicating how to revise. You will get your money's worth (learn more) if you keep up and work with feedback, and your learning will be reflected in your course grade.
- If you experience a significant documented illness, family emergency, or other extreme personal issue that affects all courses, please contact Student Affairs.
- **Respectful Participation:**
  - I value all constructive, thoughtful contributions and do not expect perfection. Those who cannot treat others respectfully will be asked to leave class and/or lose discussion board privileges. Repeated problems will result in disciplinary action.
- **Feedback:**
  - Learning to write effective thesis-driven literary analysis requires practice in analyzing the literary analysis of others. Rubrics based on course criteria guide all feedback so that participants provide thorough descriptive comments demonstrating respect for the writer and careful analysis of writing quality. Participants who say only "Good job" will be asked to go back to the draft and describe what is working in more detail. Expect a similar depth of attention in my comments, or you are not getting your money's worth from this course (using my expertise to support your learning).
- **Information Literacy:**
  - Participants will demonstrate the ability to identify and read scholarly source materials (texts that have been written and reviewed by experts in the field). Participants will then integrate these materials ethically into their own writing by correctly paraphrasing, quoting, and citing and accurately analyzing source materials. So that I can see how you are using source materials, I need access to them. Copies of source materials (all pages used, whether for ideas or wording) must be submitted before grading and can be mailed, submitted electronically, delivered to my mailbox, or faxed to me at 541-962-3596.
- **Extra Credit:**
  - Participants will earn up to fifty points of extra credit for outstanding participation, use of the Writing Lab (submit documentation), summary reflections regarding attendance at/viewing of literary and theatrical events beyond those required, and/or other involvement in literary pursuits outside academic work.

**Grading Scale:**

<b>Letter Grade:</b>	<b>Points:</b>
A	915-1000
A-	895-914
B+	875-894
B	815-874

Letter Grade:	Points:
B-	795-814
C+	775-794
C	715-774
C-	695-714
D+	675-694
D	615-674
D-	595-614
F	590 and below

Passing the course requires completing the Papers and earning the minimum number of points (695 for a C minus). Incomplete grades will be awarded only to students who have completed 60% of the course and have experienced a health or other emergency confirmed by Student Services or have a documented disability requiring additional time.

#### **Brief Outline of Course:**

- Week 1: Oral tradition, Native American history, Silko
- Week 2: Silko, selections from Washuta
- Week 3: Postcolonial and Native American theory, Treuer, Welch
- Week 4: Treuer, Welch
- Week 5: Treuer, Piatote, Paper 1 due
- Week 6: Treuer, Piatote
- Week 7: Atanarjuat: The Fast Runner, research, selections from Washuta
- Week 8: Harjo, research
- Week 9: Harjo, selections from Washuta
- Week 10: Selections from Washuta and Eastern Oregon, Paper 2 due
- Final: TBA

#### **Writing Center Statement:**

The EOU Writing Center provides a place — physical or virtual — where every EOU student can find an interested, responsive reader. Writing tutorials are free of charge for EOU undergraduate and graduate students and are available for writing at any course level and for writing resumes, job letters, and graduate applications. For drop-in hours or to schedule in-person, synchronous online, or asynchronous online tutoring, please visit the EOU Writing Center: [Writing Center – Eastern Oregon University \(opens in new tab\)](#).

#### **Classroom Decorum:**

[Insert text here]

#### **Academic Misconduct Policy:**

Eastern Oregon University places a high value upon the integrity of its student scholars. Any student found responsible for an act of academic misconduct (including but not limited to cheating, unauthorized collaboration, fabrication, facilitation, plagiarism or tampering) may be subject to having his or her grade reduced in the course in question, being placed on probation or suspended from the University, or a combination of these.

**Accommodations/Students with Disabilities Policy:**

Any student who feels they may need accommodation for any type of disability must contact the Disability Services Office in Loso Hall, Room 233. Phone: 541-962-3081.

**Disclaimer:**

This standard syllabus provides only general information on the course. For those enrolled in the course a detailed syllabus will be provided by the Instructor at the beginning of the term. Please keep in mind that not all courses are offered every year.

**Syllabus prepared by**

Nancy Knowles.

**Revision date:**

21 Feb. 2022