

ENGL 384.001, MW 3:00-4:40 p.m.
Perdue Hall 268
Spring 2017

John Kalb
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Office Hours: MW 1-2:45 p.m., F 1-2:00 p.m. and by appointment
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Native American Literature

Texts: James Welch, *Fools Crow*
Louise Erdrich, *Tracks*
Leslie Marmon Silko, *Ceremony*
Linda Hogan, *Solar Storms*
Sherman Alexie, *Indian Killer*
Thomas King, *One Good Story, That One*
One additional novel selected from a list of texts

Course Objectives: The objectives of the course are

- 1) to acquaint students with a representative sampling of literature from Native American authors;
- 2) to introduce students to some of the common themes, perspectives, world views, and so forth common to much of Native literature;
- 3) to help students read literature actively and critically;
- 4) to familiarize students with the vocabulary and critical tools required in order to discuss and write about literature successfully;
- 5) to help students relate literature, whenever possible, to their daily lives and to the world they live in; and
- 6) to acquaint students with some of the historical and cultural contexts in which these works were generated.

Course Requirements: You will need to read all assignments *before* coming to class and come to class prepared to discuss them. For each day's reading, you will write a one page analytical response. You must bring the text we are discussing and your written response to class each day. You will also take 15 (of 17) quizzes, write three 3-4 page formal essays, take two tests and a final exam, and participate in class discussions. In addition to the works we read in common, you will read an additional novel, which will be the focus for your second formal essay.

Grading:	Class Preparation (Analytical Response Avg.)	100 points possible
	Class Participation	100 points possible
	15 Quizzes @ 10 points possible each	150 total points possible
	2 Tests @ 100 points possible	200 total points possible
	Final Examination	150 points possible
	3 Formal Essays @ 100 points possible	300 total points possible

900-1000 points = A; 800-899 points = B; 700-799 points = C; 600-699 points = D

Please note: Failure to complete any of the course requirements may mean failing the course. None of these **requirements** is optional.

Class Preparation/Participation: The best ways in which to illustrate that you are an active, engaged, and interested student are by 1) reading all assignments before coming to class, 2) preparing your required one page analytical response, and 3) contributing regularly to class discussions.

Analytical Responses: For each assigned reading, you need to prepare a one page (minimum and maximum) analytical response. "One page" means one double-spaced typed page, with inch margins, written in a 12 pt. font. The crucial question each response should answer in a focused and thoughtful way is "**What is the most significant aspect of this reading?**" Please do not write plot summaries or emotional reactions. When we meet to discuss the readings, I will frequently call on students at random to share with the rest of the class what they have identified as significant in their responses as a means of beginning our class discussion. Quite often, I will collect,

respond to, and grade these responses, but whether I collect them or not, these writings are part of your class preparation. A separate handout explains this requirement in more detail.

Quizzes: You can expect a brief quiz on the date each story or portion of a novel is first due to be read. There will be quizzes on 17 of those dates. You need only take 15 quizzes. If you take all 17 quizzes, I will drop your lowest 2 quiz grades. Quizzes will consist of questions which should be easily answerable by anyone who has read the assignment carefully. If you wish to take a quiz, you **must** arrive on time. **There will be no make-up quizzes.** If you do not attend class on the day of a quiz or arrive too late to take a quiz, you forfeit those 10 possible points.

Tests and Final Examination: The two tests and final examination will be partially objective and partially essay. **Except in extreme circumstances, there will be no make-up tests.**

Formal Essays: You will receive detailed handouts for each of these three 3-4 page essay assignments. A brief description of each follows:

Due on Wednesday, March 8, the first essay will entail an analysis of a “time immemorial” story or any oral story in either *Fools Crow* or *Tracks* and the relationship between that story and the “main story” of the novel itself.

For the second essay, due on Monday, April 17, you will write about a specific issue, problem, dilemma, or conflict which you discover in the additional text you will be reading for this course. Students must finish their **first reading** of the additional novel or short story collection by no later than Monday, March 27, and each student will meet with me in my office shortly thereafter to discuss the text and possible plans for the second essay.

For the third essay, due on Monday, May 15, you will examine one of the works read since *Tracks* in light of one of the four “commonalities” of Native American world view. (This will make much more sense to you once we get the course started.)

Late papers will be graded 10 points lower for each day (or portion) they are late.

In addition to submitting a “hard copy” of the essays by the due dates above, students are required to submit their essays to Turnitin through MyClasses.

The numerous writing activities--both informal and formal--indicate that the instructor is a firm supporter of writing as a means of learning and of SU's Writing Across the Curriculum policy.

Special Note: All students taking this course to fulfill their English/Secondary Education [or TESOL] requirement must begin a technology portfolio and must include at least one paper/project from this course in the portfolio.

Turnitin: Salisbury University contracts with Turnitin for plagiarism detection and deterrence in support of The Salisbury Promise and academic integrity policy. As a condition of participating in this course, all required formal papers will be subject to submission for textual similarity review and plagiarism detection through Turnitin (through MyClasses). All papers submitted to Turnitin will be included as source documents in the Turnitin reference database solely for the purpose of detecting plagiarism consistent with fair use principles under federal copyright law.

Plagiarism: The English Department takes plagiarism, the unacknowledged use of other people's ideas, very seriously indeed. As outlined in the Student Handbook under the "Policy on Student Academic Integrity," plagiarism may receive such penalties as failure on a paper or failure in the course. The English Department recognizes that plagiarism is a very serious offense and professors make their decisions regarding sanctions accordingly. Each of the following constitutes plagiarism:

1. Turning in as your own work a paper or part of a paper that anyone other than you wrote. This would include but is not limited to work taken from another student, from a published author, or from an Internet contributor.
2. Turning in a paper that includes unquoted and / or undocumented passages someone else wrote.
3. Including in a paper someone else's original ideas, opinions or research results without attribution.
4. Paraphrasing without attribution.
5. Turning in the same paper for credit in more than one class.

A few changes in wording do not make a passage your property. As a precaution, if you are in doubt, cite the source. Moreover, if you have gone to the trouble to investigate secondary sources, you should give yourself credit for having done so by citing those sources in your essay and by providing a list of Works Cited or Works Consulted at the conclusion of the essay. In any case, failure to provide proper attribution could result in a severe penalty and is never worth the risk.

Attendance: Your success in the course will be contingent upon your preparation for and participation in class sessions. You may miss three class meetings (for whatever reason) without direct penalty. For each day you are absent beyond those three “freebies,” you will lose 25 points per day. If you have a schedule conflict with this class, you should select a course that better fits your schedule. **Remember that YOU are responsible for meeting deadlines and making up any missed work. There is no such a thing as an “excused absence.”**

I will, of course, also expect you to arrive promptly for class and stay for the duration of each session. **Three “lates” will constitute an absence** (see the attendance policy above). Schedule your other activities around this course, not vice versa. In addition, students who come to class ill-prepared (i.e., without the novel or stories we’re discussing, having not read the assignment) may be asked to leave the classroom and invited to return another day on which they are better prepared.

Courtesy and Respect: I expect students to treat their fellow students and professor with courtesy and respect. Please abide by the following:

- Stow your electronic devices for the duration of our class sessions.
- Take care of your dietary and eliminatory needs PRIOR to entering the classroom.
- Should you absolutely need to arrive late or leave early for a class session, sit as near to the door as possible and avoid disrupting class by drawing attention to your entry or exit.
- Listen attentively to what your professor and fellow classmates contribute to our discussions.
- Raise your hand and wait to be acknowledged before you enter the discussion.

Office Hours: Monday and Wednesday, 1:00-2:45 p.m and Friday, 1:00-2:00 p.m. These times are set aside for you; don't hesitate to take full advantage of my availability at that time. Please feel free to speak with me about any concerns or interests during those hours or, if those times are inconvenient, by appointment.

Assignment Calendar

Please Note: All readings are to be completed (as are analytical responses) **before** class.

- Jan. 29: Introduction to Course
Feb. 1: Introduction to Course ctd.
Last Stand at Little Big Horn (video)
- 6: *Fools Crow* (through 125, to Part Two)
8: *Fools Crow* (through 202, to Part Three)
- 13: *Fools Crow* (through 284, to Part Four)
15: *Fools Crow* (to end)
Oren Lyons: The Faith Keeper (video)
- 20: *Tracks* (through 95, to Chapter Five)
22: *Tracks* (through 164, to Chapter Seven)
- 27: *Tracks* (to end)
- March 1: No Class. At NALS (Native American Literature Symposium)

- March 6: **TEST #1**
8: *Ceremony* (through 58; through 63 in old text)
Please **DO NOT** read the "Preface" and "Introduction" until you have finished the novel.
Paper #1 Due
- 13: *Ceremony* (to "The Scalp Ceremony lay to rest . . ." (156); through 168 in old text)
15: *Ceremony* (to end)
"Preface" and "Introduction"
- 20 & 22: **NO CLASS, SPRING BREAK**
- 27: Discussion of additional texts
You need to have your additional text read by this date and be prepared to speak with us about it.
29: *Solar Storms* (through page 80, to Chapter Six)
- April 3: *Solar Storms* (through page 195, to Chapter Twelve)
5: *Solar Storms* (through page 265, to Chapter Eighteen)
- 10: *Solar Storms* (to end)
12: **TEST #2**
- 17: *Reel Injun* (video)
Paper #2 Due
19: *Indian Killer* (through page 153, to Part 2)
- 24: *Indian Killer* (through page 296, to Part 3)
26: *Indian Killer* (to end)
Smoke Signals (video)
- May 1: *One Good Story, That One* (through 30, to "Trap Lines")
3: *One Good Story, That One* (through 82, to "A Seat in the Garden")
- 8: *One Good Story, That One* (through 120, to "A Coyote Columbus Story")
10: *One Good Story, That One* (to end)
Pow-Wow Highway (video)
- 15: *Pow-Wow Highway*
Wrap-up
Paper #3 Due

Final Exam, Thursday, May 18, 4:15-6:45 p.m.

NOTE: This schedule of assignments is subject to change, with notice, of course.

Statement from the Writing Center: At the University Writing Center (Room 260 in the Academic Commons), trained consultants are ready to help you at any stage of the writing process. It is often helpful for writers to share their work with an attentive reader, and consultations allow writers to test and refine their ideas before having to hand papers in or to release documents to the public. In addition to the important writing instruction that occurs in the classroom and during teachers' office hours, the center offers another site for learning about writing. All undergraduates are encouraged to make use of this important student service. For more information about the Writing Center's hours and policies, visit the Writing Center or its website at www.salisbury.edu/uwc.