

## NORTHWEST INDIAN COLLEGE: ENGLISH 102 sec A-WINTER 2013

**Class Time:** Monday-Wednesday-Friday 10:00 AM – 11:30 AM      **Location:** DL-1  
**Instructor:** Rebecca Saxton      **Office:** FAC-208  
**Email:** [rsaxton@nwic.edu](mailto:rsaxton@nwic.edu)      **NWIC Phone:** 360-392-4330  
**Office Hours:** Monday 2-4:30 (Writing Center); T/W/R 2-3:30 (FAC-208)  
**Writing Center:** Monday/Wednesday 1-2pm

### NWIC MISSION STATEMENT

*Through education, Northwest Indian College promotes indigenous self-determination and knowledge.*

**COURSE DESCRIPTION:** Students develop personal writing voice while also creating a research paper. Short papers are also required. The emphasis is on paraphrasing, summarizing, citing, quoting, organization, development and improved style in sentences, paragraphs, and essays. Prerequisite: English 101. 5 credits.

**COURSE PHILOSOPHY:** The content of the course draws upon American Indian-authored texts, and covers the following five areas of inquiry: indigenous intellectualism and warrior scholarship, investigation and experimentation with the conventions of standard academic discourse, storytelling and oral traditions, and the rhetoric of sovereignty and nationalism. The curriculum embraces these strategies in order to encourage both the teacher and the students to develop an understanding of the stakes of indigenous intellectualism in the university. In centering the curriculum on American Indian voices and authorship, and by privileging the educational needs and concerns of American Indian students directly, the course seeks to affirm American Indian college writer's home and university experiences as integral components to their development as critical writers and rhetoricians.

### COURSE OUTCOMES

**As a result of completing this course students will be able to ...**

#### NWIC Outcomes:

- Demonstrate an understanding of a sense of place.
- Demonstrate an understanding of what it is to be a people.

#### Course Outcomes:

- Demonstrate college-level writing skills which utilize Standard English mechanics and grammar by completing effective essays.
- Examine texts to become a more analytical reader and critical thinker
- Build college-level writing, academic MLA and APA formatting, and citation skills
- Demonstrate ability to incorporate credible research in writing

### REQUIRED TEXT AND MATERIALS

- Readings provided by instructor.
- Email account and computer access.
- Data storage device (thumb drive, etc.) and/or Google Docs account.

- Lummi (or local) library card and NWIC Student ID.
- Composition Book, pen, and highlighter for in-class assignments
- 2” three-ring binder for storing handouts.
- **It Is Strongly** recommended that you have easy access to a dictionary and a thesaurus.

**COURSE SCHEDULE** (students will be notified in class if schedule changes – see Instructor Discretion section below for details):

<b>Unit 1</b>	<b>Storytelling and Oral Traditions as Writing Strategies</b>			
<b>Week 1</b>	<b>1/7-11</b>	Thomas King, <u>The Truth About Stories</u> Chapter One	<b>2-3 page (500-750 words) narrative essay due:</b>	<b>1/14</b>
<b>Week 2</b>	<b>1/14-18</b>	Michael Thompson, “Honoring the Word: Cultural, Historical and Linguistic Preservation” and Frances Washburn, “Storytelling: The Heart of American Indian Scholarship”	<b>2-3 page (500-750 words) descriptive essay due:</b>	<b>1/21</b>
<b>Week 3</b>	<b>1/21-25</b>	Academic Conversation/MLA Style	<b>4-5 page (1000-1200 words) compare/contrast essay due:</b>	<b>1/28</b>
<b>Unit 2</b>	<b>Academic Discourses: Indigenous Intellectualism and Warrior Scholarship</b>			
<b>Week 4</b>	<b>1/28-2/1</b>	Taiiaki Alfred, “Warrior Scholarship: Seeing the University as a Ground of Contention.” and Angela C. Wilson, “Reclaiming our Humanity: Decolonization and the Recovery of Indigenous Knowledge.”	<b>4-5 page (1000-1200 words) compare/contrast essay due:</b>	<b>2/4</b>
<b>Week 5</b>	<b>2/4-8</b>	Vine Deloria Jr., “Marginal and Submarginal.” and Malea Powell, “Blood and Scholarship: One Mixed-blood’s Story.”	<b>4-5 page (1000-1200 words) compare/contrast essay due:</b>	<b>2/11</b>
<b>Week 6</b>	<b>2/11-15</b>	Academic Conversation/MLA Style	<b>6 page (appx 1500 words) analysis paper due:</b>	<b>2/19</b>
<b>Unit 3</b>	<b>The Rhetoric of Sovereignty</b>			
<b>Week 7</b>	<b>2/18-22</b>	Simon Ortiz, “Towards a National Indian Literature” and Craig Womack, Introduction Excerpt. Reasoning Together: The Native Critics Collective.	<b>4-5 page (1000-1200 words) compare/contrast essay due:</b>	<b>2/25</b>
<b>Week 8</b>	<b>2/25-3/1</b>	Scott R. Lyons, “Rhetorical Sovereignty: What American Indians Want From Writing.” and Barry Leventhal, “Indian Tribal Sovereignty: It’s Alive.”	<b>4-5 page (1000-1200 words) compare/contrast essay due:</b>	<b>3/4</b>
<b>Week 9</b>	<b>3/4-9</b>	Social Discourse essay using Toulmin Model / APA Structure	<b>8-page rough draft due:</b>	<b>3/11</b>
<b>Unit 4</b>	<b>Social Discourse and Rhetorical Sovereignty</b>			
<b>Week 10</b>	<b>3/11-15</b>	Forming and drafting final discourse	<b>Workshops</b>	

		essay.		
<b>Week 11</b>	<b>3/18-3/22</b>	Revising and submitting final social discourse essay / APA Structure	<b>8-10 page (2000-2500 words w/references) FINAL RESEARCH PAPER DUE</b>	<b>3/20</b>

**INSTRUCTOR DISCRETION**

As the instructor of this course I reserve the right to make alterations to the tentative schedule outlined in this syllabus. If at any time I find it to be relevant or pertinent to the course or the student, I may substitute reading assignments or writing assignments as I deem necessary in order to create a more effective learning environment or learning opportunity for the student. If such a change is made, it will be done in a timely manner so as not to impede the learning process.

**DAILY PARTICIPATION**

Students are expected to participate in each class by reading materials before and out-loud in class. In addition, short daily writing assignments will be assigned and completed. Lastly, students are encouraged to participate in class discussions about reading and current events that apply to the reading and topics.

**WEEKLY ACADEMIC ESSAYS (lengths as noted on course schedule)**

Weekly essays will be in direct response to the weekly readings. As students it will be your job to ascertain what topic(s) the authors of the weekly readings are attempting to convey within their work and then address those topic(s). For example if the author is discussing ‘the boarding school experience’ for Native people, within their writing and how that may have impacted them as a Native person, then it will be your job, as the student, to address ‘the boarding school experience,’ within your own writing. In other words, the author’s topic(s) becomes your topic. This could be an opportunity to discuss your personal experiences with the topic or an opportunity to discuss how you see the topic having effected Native people as a whole. It will become increasingly clearer to you exactly how this will be accomplished as the quarter progresses. Also, instructor lectures and class discussion will aid in clarifying what the weekly essay expectations are.

**UNIT ESSAYS (lengths as noted on course schedule)**

Unit essays are an opportunity for the student to demonstrate, in writing, the connections that can be drawn between the ideas/topics present in the weekly reading assignments. Essays will be structured according to MLA style and should include references when material is quoted. Students should assume the reader is familiar with the terms and concepts used in the essay and will be drawing from the texts to show how those terms and concepts are applied. Essays will compare and contrast class texts and author viewpoints.

**SOCIAL DISCOURSE AND RHETORICAL SOVEREIGNTY (8-10 pages or 2000-2500 words)**

The final course essay is an opportunity for the student to demonstrate, in writing, the connections that can be drawn from the ideas/topics present in course texts. Essay will be structured according to APA style and should include references when material is quoted. Students should assume the reader is familiar with the terms and concepts used in the essay and will be drawing from the texts to show how those terms and concepts are applied. Essay will reflect on the class texts and author viewpoints in relation to the writer’s personal experience and central question.

## PORTFOLIO

Keep all your writing (assigned essays) in a portfolio (three ring binder) for submission at the end of the quarter. You may revise any essay submitted during the quarter for a higher grade by including the original and revision in your final portfolio. Extra credit and make-up work will need to be turned in with the portfolio also.

## GRADING:

- **Participation (attendance/daily writing)** will comprise **25%** of your overall grade.
- **Weekly Writing Assignments** will comprise **50%** of your overall grade.
- **The final writing assignment** will comprise **25%** of your overall grade.

**F ----- Participation and writing assignments missing/incomplete.**

**D ----- Participation and writing assignments poorly/inconsistently performed.**

**C ----- All participation and writing assignments completed and reviewed as acceptable, plus average writing competency shown in the submission of a 8-10 page social discourse essay on an approved topic written in APA style and containing at least 5 references.**

**B ----- All participation and writing assignments completed and reviewed as acceptable, plus above average writing competency shown in the submission of a 8-10 page social discourse essay on an approved topic written in APA style and containing at least 5 references.**

**A ----- All participation and writing assignments completed and reviewed as acceptable, plus exceptional writing competency shown in the submission of a 8-10 page social discourse essay on an approved topic written in APA style and containing at least 5 references.**

**ACADEMIC ACCOMODATION:** An academic accommodation is an alteration in the usual way in which students perform academic tasks. Parts of a task may be changed through an accommodation **if the changes do not remove an essential course or program requirement.** Please speak to your instructor and/or advisor.

## COURSE POLICIES:

- Students are expected to conduct themselves in accordance with all NWIC policies regarding student conduct.
- Students are prohibited from using cell-phones in any manner, while class is in session. Cell-phones are an unnecessary distraction to the instructor and your fellow students. Although the cell-phone has seemingly become a necessity in our lives, they have the potential to impede the learning process and therefore become a detriment to your academic success and the academic success of your fellow students.
- Out of respect for your fellow students and your instructor, be on time for every scheduled class meeting. When you show up late for class it disrupts your fellow students and your instructor. Don't let being late for class become a habit. **BE ON TIME!**
- **Maximum attendance is critical.** There will be a wealth of material and information presented and / or discussed in class. In order to ensure your success and subsequently the success of your fellow students in English: 101, it is of the utmost importance that you attend every class session and be continually aware of the fact that attendance comprises a large portion of your final, overall grade. Students who miss more than 10 class periods will not pass course automatically.
- **Keep your instructor informed of any circumstance that may prevent you from attending class or completing assignments in a timely manner.** An absence will only be considered an excused absence when proper documentation is provided to the instructor, i.e. a doctor's note excusing you from having missed class. Do not let missing class become a habit. **It is much**

**easier to stay caught up with your assignments than it is to get caught up with your assignments.**

- It is understood that sometimes a person experiences extenuating circumstances that may potentially prevent them from attending class, meeting deadlines or achieving academic expectations that they have set for themselves or are expected of them by their educational institution. Barring those types of circumstances, late assignments will be accepted at half credit only if turned in within one day or 24 hours of the assignment deadline. Again, please do not let this consideration become a loophole whereby you fall into a regular mode of complacency or procrastination, it will, prove to be detrimental when your final grade is calculated.
- **The absolute final deadline for turning in any work to me will be March 20<sup>th</sup>, 2013, at/by 5:00PM. NO EXCEPTIONS!!!**

**NOTE TO STUDENTS:** It is inevitable that every student who is earnestly searching for answers or reason within their academic experience and within their lives will come up against seemingly persistent obstacles and impenetrable barriers that will require them to dig deep for the resolve to complete the task(s) at hand. Deliberateness, perseverance, preparation, dedication, adaptation and sacrifice will see them through all potential obstacles and make all barriers easily penetrable. Remember that the aforementioned attributes, although seemingly very Western ideals, are in fact the very same attributes Native ancestors possessed and utilized to ensure their survival since time began.

The **environment** and the **resources** necessary for survival may have changed; however, the **attributes**, necessary for survival have not changed. Education and the academic environment have become a necessity towards ensuring the survival and social and economic growth of Native people. Embrace them. Dig deep and be willing to sacrifice for the things you truly desire for yourself and for your family and for your people. Yes, this is about education but even more so, it is about survival and saving the lives of Native people.