Modesto Junior College  
Course Outline of Record  
ENGL 179

I. OVERVIEW  
The following information will appear in the 2009 - 2010 catalog

ENGL 179  
Introduction to Native American Literature, Mythology, and the Oral Tradition  
3 Units

Formerly listed as: ENGL - 179: Intro to Native American Lit  
Prerequisite: Satisfactory completion of ENGL 50 or equivalent placement by MJC assessment process  
Advisory: Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.

Study of traditional and contemporary Native American literature, oral traditions, and myths from a variety of nations, including some local Native American peoples. Relationship of contemporary writing to earlier cultural heritage. Place of Native American literature in the American literary tradition and canon. Close reading of contemporary autobiography, novels, short fiction and non-fiction, and poetry. Field trips might be required. Course is applicable to the associate degree. General Education:  
CSU-GE - C2  
IGETC Category: IGETC - 3B

II. LEARNING CONTEXT  
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. COURSE CONTENT  

1. Required Content:  

A. Elements of literature as reflected in works of Native American writers studied: character, plot structure, theme, metaphor, symbolism, dramatic irony, etc.  
B. Historical survey of Native American writing including  
   1. early images of Native Americans in Anglo-American literature  
   2. introduction of Native American literary criticism  
   3. literary contributions of Native Americans  
   4. oral poetry (including emergence and creation tales, Zunichants)  
   5. traditional tales (including trickster tales)  
   6. contemporary literature (focusing on short stories, novels, and poetry)  
C. Social, historical, biographical, or philosophical background as needed for full discussion of specific works  
D. Close reading and analysis of assigned works by Native American writers from a variety of nations and cultures, including such nations as the Lakota, Winnebago, Hopi, Navajo, Maidu, Cherokee, Yokuts, Pomo, Miwok, and Chumash people.  
E. Review of principles of academic expository writing as needed: unity, organization, coherence, sufficiency of development, logic of argument, appropriate use of specific reference and quotation as evidence in writing about and analyzing text, integration of references to literary text, to secondary sources, to historical, philosophical, or observation in the development of ideas about works of literature  
F. Review methods of library research as needed: sources appropriate to study of literature, legitimate use of secondary sources, conventions of citing references and quoting from literary works

B. ENROLLMENT RESTRICTIONS  

1. Prerequisites  

Division: Literature & Language Arts
Satisfactory completion of ENGL 50 or equivalent placement by MJC assessment process.

2. **Advisories**

Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.

3. **Requisite Skills**

   Before entering the course, the student will be able to:
   
   a. Comment on and analyze reading selections in directed class discussions.
   
   b. Write compositions as assigned, employing sound rhetorical and organizational skills.
   
   c. Write clear introductions, theses, body paragraphs, and conclusions in essays.
   
   d. Use a variety of academic sentence structures.
   
   e. Adhere to the conventions of standard edited English.
   
   f. Revise and improve essay drafts.

C. **HOURS AND UNITS**

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D. **METHODS OF INSTRUCTION (TYPICAL)**

Instructors of the course might conduct the course using the following method:

1. Assign readings: texts of literary works and selections, supplementary reading in literary criticism, supplementary reading in history and/or sociological criticism as needed for background information.

2. Lecture on literary works, literary periods, and writing about literature.

3. Direct and facilitate class discussions and panel discussions.

4. Assign literary and/or historical analysis essays.

5. Assign journal responses related to class readings.

6. Play recordings or screen films and video presentations.

E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

   Time spent on coursework in addition to hours of instruction (lecture hours)

   1. Weekly reading assignments of primary literature, as well as supplementary reading in literary criticism or history.
   
   2. Out-of-class writing assignments, which could include essays, response papers, journal writing, blogging, class projects, and preparation for oral reports.
   
   3. Preparation for in-class essays, quizzes and exams, such as a midterm and final.
2. **EVIDENCE OF CRITICAL THINKING**

*Assignments require the appropriate level of critical thinking*

1. Create a presentation on the assigned theme that pulls from the ideologies of multiple nations.
2. After watching *Smoke Signals*, write a paper that answers these questions: what does Victor discover and who helps him/affects him either positively or negatively on this path toward this/these discovery/discoveries?
3. **Quiz Questions:**
   A. In Sherman Alexie's *"The Approximate Size of My Favorite Tumor,"* why is *humor* so important?
   B. In Alexie's *"This is What It Means to Say Phoenix, Arizona,"* what happened to the long-eared jackrabbit that Thomas and Victor saw in Nevada?
   C. In Bryant's *"Swimming Upstream,"* why does Anna May have her son taken away from her?
4. **Final Exam Questions:**
   A. Discuss the evidence of the struggle with settlement and colonization in the works of Glancy ("SHEdonism") and Johnson ("As It Was in the Beginning").
   B. Document the chronology of either the Anishinaabeg struggle to retain indigenous rice strains or the Apache fight to retain tribal land important to their religion. What events led to where they are today? What is the current state of affairs?

F. **TEXTS AND OTHER READINGS (TYPICAL)**

III. DESIRED LEARNING

A. COURSE GOAL
As a result of satisfactory completion of this course, the student should be prepared to:

Identify movements, terms, and themes in traditional and contemporary Native American literature; inform and argue verbally and textually about the historical and literary context of Native American literature.

B. STUDENT LEARNING GOALS
Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. Required Learning Goals
Upon satisfactory completion of this course, the student will be able to:

   a. Read and analyze in directed class discussion or in written analysis assigned works of nonfiction, fiction, poetry, autobiography, and drama written by Native American writers.

   b. Analyze the continuity from traditional tales to contemporary literature.

   c. Describe the relationship of Native American literature to the American literary canon.

   d. Describe and point out examples that illustrate the influence on the work of Native American writers of earlier literary and oral forms (e.g., pre and post Columbus legends of the Native Peoples).

   e. Describe a given work in terms of its position in the chronology of Native American literature.

   f. Identify and point out the recurrence of themes and major ideas expressed throughout Native American literature of various genre and in various historical periods.

   g. Describe the relationship of form and purpose in writing of various genre (e.g., the influence of setting on tone, the revelation of character through dialogue, and the effect of characterization on establishing theme).

   h. Articulate and support inferences concerning the writer's thought and feeling about experiences revealed through the literature.

   i. Comment on the relevance of thoughts and perceptions conveyed through the work of Native American writers to personal experiences, thoughts, and perceptions or to private and public events and conditions of the contemporary world.

   j. Describe differences between the diverse literatures of various nations and cultures, and explain the diversity in terms of the influence of cultural differences, changing times, places, and historical events that are then reflected in the literature.

   k. Write analytically and critically about assigned readings, demonstrating writing skills appropriate to competent academic expository writing.

   l. State a thesis in demonstration of his or her understanding of the works read, limiting scope of topic and qualifying the thesis statement as needed.

   m. Support assertions with sufficient and appropriate reference to primary and secondary sources.

   n. Maintain unity of thought and purpose in the development of his or her propositions.

   o. Provide for an organization which contributes to the purpose of the composition.

   p. Adapt writing strategies to the requirements of the writing occasion (e.g., essay exam or other timed writing, writing for research papers).

   q. Exhibit skills for paragraph composition, including sufficiency of development, coherence, and unity of thought and purpose.
r. Exhibit skills of sentence composition, including a variety of types appropriate to emphasis and thought, as well as the logic of conventions of grammar and usage appropriate to academic writing.

s. Exhibit skills of word use, including adherence to conventions of spelling and meaning and use of diction that is precise, economical, and appropriate to academic discourse.

t. Exhibit skills of rewriting, including proofreading for error and weakness or imprecision of expression, as well as rethinking and reorganizing for clarity and improved focus.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT
   1. Literary analysis essays
   2. Responses to reading
   3. Quizzes
   4. Presentations
   5. Class discussions

B. SUMMATIVE ASSESSMENT
   1. Literary analysis essays
   2. Exams
   3. Presentations