

# COLLEGE OF THE DESERT

Course Code ENG-024

## Course Outline of Record

1. Course Code: ENG-024
2. a. Long Course Title: Native American Literature  
b. Short Course Title: NATIVE AMERICAN LIT
3. a. Catalog Course Description:  
A survey of Native American literature, from oral tradition through European contact, assimilation, and contemporary narrative.  
b. Class Schedule Course Description:  
Students read, analyze, and discuss the unique elements of Native American literature, both oral and written, and the comparisons and contrasts to other works in the wider canon of American literature by non-Native authors.  
c. Semester Cycle (if applicable): N/A  
d. Name of Approved Program(s):
  - COMPOSITION
4. Total Units: 3.00 Total Semester Hrs: 54.00  
Lecture Units: 3 Semester Lecture Hrs: 54.00  
Lab Units: 0 Semester Lab Hrs: 0  
Class Size Maximum: 35 Allow Audit: No  
Repeatability No Repeats Allowed  
Justification 0
5. Prerequisite or Corequisite Courses or Advisories:  
*Course with requisite(s) and/or advisory is required to complete Content Review Matrix (CCForm I-A)*  
Prerequisite: ENG 001A
6. Textbooks, Required Reading or Software: (List in APA or MLA format.)
  - a. Johnson, Gordon (2004). *Rez Dogs Eat Beans and Other Tales* (1st/e). Booklibrary.  
College Level: Yes  
Flesch-Kincaid reading level: N/A
  - b. Momaday, N. Scott (1999). *House Made of Dawn* New York Harper Collins.  
College Level: Yes  
Flesch-Kincaid reading level: N/A
  - c. Ortiz, Simon (2000). *From Sand Creek: Rising in This Heart Which is Our America* Tuscon U. of Arizona Press, .  
College Level: Yes  
Flesch-Kincaid reading level: N/A
  - d. Eastman, Charles (2003). *From the Deep Woods to Civilization* New York Dover Publications.  
College Level: Yes  
Flesch-Kincaid reading level: N/A
  - e. Margolin, Malcolm. ed. with commentary (1993). *The Way We Lived: California Indian Stories, Songs & Reminiscences* Berkeley Heyday Books & California Historical Society.  
College Level: Yes  
Flesch-Kincaid reading level: N/A
  - f. Diaz, Natalie (2012). *When My Brother Was An Aztec* Copper Canyon Press.  
College Level: Yes  
Flesch-Kincaid reading level: N/A
  - g. Miranda, Deborah (2013). *Bad Indians: A Tribal Memoir* Heyday Books.  
College Level: Yes

Flesch-Kincaid reading level: *N/A*

- h. Dembicki, Matt (2010). *Trickster: Native American Tales: A Graphic Collection* Fulcrum.  
College Level: Yes  
Flesch-Kincaid reading level: *N/A*
- i. Alexie, Sherman (2010). *War Dances* Grove Press.  
College Level: Yes  
Flesch-Kincaid reading level: *N/A*
- j. Trafzer, Clifford, Matthew Sakiestewa Gilbert and Lorraine Sisquoc (2012). *The Indian School on Magnolia Avenue Voices and Images from Sherman Institute* Oregon State University.  
College Level: Yes  
Flesch-Kincaid reading level: *N/A*
- k. Silko, Leslie Marmon (1976). *Ceremony* Penguin.  
College Level: Yes  
Flesch-Kincaid reading level: *N/A*
- l. Shipek, Florence. An Autobiography of Delfina Cuero, A Diegueno Indian. Trans. Rosalie Pinto Robertson. Preface by Lowell John Bean. Morongo Indian Reservation: Malki Museum Press, 1970.

7. Entrance Skills: *Before entering the course students must be able:*

a. Employ writing as a process to generate and develop ideas, and to clarify and organize thoughts.

- ENG 001A - Find, read, analyze, evaluate, interpret, and synthesize outside sources, including online information.
- ENG 001A - Read, analyze, and interpret varied texts (i.e. literature, digital forms, visual).
- ENG 001A - Understand how readers' experiences influence the reading of texts.
- ENG 001A - Develop ideas coherently in writing through the drafting process.
- ENG 001A - Participate in the process of developing texts in collaborative and individual settings.
- ENG 001A - Write thesis statements, topic sentences, and ideas in an organized way in multi-page essays.
- ENG 001A - Write essays with varied strategies, including persuasive essays, with a arguable theses and evidence from a variety types of sources.
- ENG 001A - Use a variety of rhetorical strategies to write essays.

b. Construct focused theses.

- ENG 001A - Write thesis statements, topic sentences, and ideas in an organized way in multi-page essays.

c. Select, develop, and organize ideas in a structured format.

- ENG 001A - Find, read, analyze, evaluate, interpret, and synthesize outside sources, including online information.
- ENG 001A - Read, analyze, and interpret varied texts (i.e. literature, digital forms, visual).
- ENG 001A - Understand how readers' experiences influence the reading of texts.
- ENG 001A - Develop ideas coherently in writing through the drafting process.
- ENG 001A - Write thesis statements, topic sentences, and ideas in an organized way in multi-page essays.
- ENG 001A - Write essays with varied strategies, including persuasive essays, with a arguable theses and evidence from a variety types of sources.
- ENG 001A - Use a variety of rhetorical strategies to write essays.
- ENG 001A - Incorporate complex sentence-structure and variety of word choice.
- ENG 001A - Recognize and integrate creative elements of style (metaphor, analogy, voice, tone).
- ENG 001A - Correctly use MLA or APA documentation as appropriate both within essays and in works cited entries.
- ENG 001A - Use writing reference materials and handbooks to perfect documentation skills with few errors.
- ENG 001A - Identify and evaluate appropriate source, incorporating them appropriately quotations, summaries, paraphrases and appropriate facts.

d. Compose essays using combined rhetorical modes.

- ENG 001A - Write essays with varied strategies, including persuasive essays, with a arguable theses and evidence from a variety types of sources.
- ENG 001A - Use a variety of rhetorical strategies to write essays.

e. Demonstrate awareness of audience by use of appropriate tone and diction in all compositions.

- ENG 001A - Incorporate complex sentence-structure and variety of word choice.
- ENG 001A - Recognize and integrate creative elements of style (metaphor, analogy, voice, tone).

f. Exhibit proficiency in correct usage of grammar, punctuation and mechanics in all compositions.

- ENG 001A - Develop ideas coherently in writing through the drafting process.
- ENG 001A - Incorporate complex sentence-structure and variety of word choice.

g. Analyze, explain, evaluate, compare, and contrast selected prose and poetry, both from text and researched sources.

- ENG 001A - Find, read, analyze, evaluate, interpret, and synthesize outside sources, including online information.
- ENG 001A - Read, analyze, and interpret varied texts (i.e. literature, digital forms, visual).
- ENG 001A - Understand how readers' experiences influence the reading of texts.
- ENG 001A - Develop ideas coherently in writing through the drafting process.
- ENG 001A - Recognize and integrate creative elements of style (metaphor, analogy, voice, tone).

h. Demonstrate skill in researching information, including CD-ROM and on-line sources.

- ENG 001A - Find, read, analyze, evaluate, interpret, and synthesize outside sources, including online information.
- ENG 001A - Read, analyze, and interpret varied texts (i.e. literature, digital forms, visual).
- ENG 001A - Correctly use MLA or APA documentation as appropriate both within essays and in works cited entries.
- ENG 001A - Use writing reference materials and handbooks to perfect documentation skills with few errors.
- ENG 001A - Identify and evaluate appropriate source, incorporating them appropriately quotations, summaries, paraphrases and appropriate facts.

i. Paraphrase, summarize, and quote using MLA documentation for all published sources in all compositions.

- ENG 001A - Find, read, analyze, evaluate, interpret, and synthesize outside sources, including online information.
- ENG 001A - Read, analyze, and interpret varied texts (i.e. literature, digital forms, visual).
- ENG 001A - Correctly use MLA or APA documentation as appropriate both within essays and in works cited entries.
- ENG 001A - Identify and evaluate appropriate source, incorporating them appropriately quotations, summaries, paraphrases and appropriate facts.

8. Course Content and Scope:

Lecture:

- I. History of Native American literature
  - A. Native American Oral Tradition
    - 1. Creation myths/songs
    - 2. Healing songs
    - 3. Social stories and songs
  - B. European Contact
    - 1. Translating Native American narratives
      - a. Historical oration and literature
      - b. Songs/art
    - 2. Assimilation and Native American narratives
      - a. Christian missionaries
      - b. Reservations
      - c. Boarding schools
      - d. Wild west shows
- II. Contemporary Native American literature
  - A. Impact of higher education
  - B. Native American Citizenship
  - C. Representation of Native Americans
    - 1. Hollywood
    - 2. Cultural appropriation
    - 3. Self-representation
    - 4. Narratives of social resistance
- III. Native American Literary Issues
  - A. Language
    - 1. Linguistic form
    - 2. Oral and written translations
    - 3 Semantics
  - B. World View
    - 1. Community/individuality

- 2. Social values/Religion
- C. New Directions in Native American poetry and prose
  - 1. Cross-cultural literature
  - 2. Performance art
  - 3. Mixed media
  - 4. Internet

Lab: (if the "Lab Hours" is greater than zero this is required)

9. Course Student Learning Outcomes:

1.

Perform an analysis and evaluation of historical and contemporary Native American literature, including oral and written narratives.

2. Distinguish the relevant features of the historical thought and times that have shaped Native American literature, from pre-history and pre-Anglo contact, to post-colonialism and contemporary writing.

3. Demonstrate awareness of and confidence in one's own voice in discussing Native American literary works.

4. Synthesize and respond to literary criticism.

5. Analyze themes, concepts, and ideas reflected in the written works of Native Americans.

10. Course Objectives: *Upon completion of this course, students will be able to:*

a. Analyze a body of Native American literature from oral traditions to contemporary genres.

b. Explore Native American studies through the analysis of Native American literature.

c. Identify literary genres developed in western scholarship as they apply to Native American literature.

d. Compose critical essays on literary elements, based upon close textual readings, investigations, and accepted critical practices.

e. Demonstrate the ability to respond effectively to relevant critical opinions.

11. Methods of Instruction: (*Integration: Elements should validate parallel course outline elements*)

a. Discussion

b. Journal

c. Lecture

d. Participation

e. Technology-based instruction

Other Methods:

b. Media presentations c. Field trips d. Collaborative work

12. Assignments: (*List samples of specific activities/assignments students are expected to complete both in and outside of class.*)

In Class Hours: 54.00

Outside Class Hours: 108.00

a. In-class Assignments

a. Students will write analytical and interpretive essays(8000 to 10,000 words) in response to reading assignments.

b. Students will participate in group discussions and presentations.

b. Out-of-class Assignments

a. Students will write analytical and interpretive essays(8000 to 10,000 words) in response to reading assignments.

b. Students will research, interpret and analyze selected texts.

c. Students will write journal responses to the readings.

13. Methods of Evaluating Student Progress: *The student will demonstrate proficiency by:*

- College level or pre-collegiate essays

- Written homework
- Critiques
- Guided/unguided journals
- Presentations/student demonstration observations
- Group activity participation/observation
- Mid-term and final evaluations
  - A mid-term essay exam. A final research paper (five to seven pages)
- Student participation/contribution
- Other
  - Three response papers (three to five pages) addressing reading assignments, discussions and lectures.

14. Methods of Evaluating: Additional Assessment Information:

15. Need/Purpose/Rationale -- *All courses must meet one or more CCC missions.*

PO-GE C4.b - Language & Rationality (Communication & Analytical Thinking)

Compare and contrast ideas from conclusions and solutions based on relevant criteria and standards

IO - Critical Thinking and Communication

Summarize, analyze, and interpret oral and written texts, with the ability to identify assumptions and differentiate fact from opinion.

16. Comparable Transfer Course

University System	Campus	Course Number	Course Title	Catalog Year
-------------------	--------	---------------	--------------	--------------

17. Special Materials and/or Equipment Required of Students:

---

18. Materials Fees:  Required Material?

Material or Item	Cost Per Unit	Total Cost
------------------	---------------	------------

19. Provide Reasons for the Substantial Modifications or New Course:

Periodic review.

20. a. Cross-Listed Course (*Enter Course Code*): *N/A*  
 b. Replacement Course (*Enter original Course Code*): *N/A*

21. Grading Method (*choose one*): Letter Grade Only

22. MIS Course Data Elements

- a. Course Control Number [CB00]: CCC000190167
- b. T.O.P. Code [CB03]: 150100.00 - English
- c. Credit Status [CB04]: D - Credit - Degree Applicable
- d. Course Transfer Status [CB05]: A = Transfer to UC, CSU
- e. Basic Skills Status [CB08]: 2N = Not basic skills course
- f. Vocational Status [CB09]: Not Occupational
- g. Course Classification [CB11]: Y - Credit Course
- h. Special Class Status [CB13]: N - Not Special
- i. Course CAN Code [CB14]: *N/A*
- j. Course Prior to College Level [CB21]: Y = Not Applicable
- k. Course Noncredit Category [CB22]: Y - Not Applicable
- l. Funding Agency Category [CB23]: Y = Not Applicable
- m. Program Status [CB24]: 1 = Program Applicable

# ENG 024-Native American Literature

Name of Approved Program (if program-applicable): *N/A*

Attach listings of Degree and/or Certificate Programs showing this course as a required or a restricted elective.)

23. Enrollment - Estimate Enrollment

First Year: 0

Third Year: 0

24. Resources - Faculty - Discipline and Other Qualifications:

a. Sufficient Faculty Resources: Yes

b. If No, list number of FTE needed to offer this course: *N/A*

25. Additional Equipment and/or Supplies Needed and Source of Funding.

N/A

26. Additional Construction or Modification of Existing Classroom Space Needed. (Explain:)

N/A

27. FOR NEW OR SUBSTANTIALLY MODIFIED COURSES

Library and/or Learning Resources Present in the Collection are Sufficient to Meet the Need of the Students Enrolled in the Course: Yes

28. Originator Ruth, Marie Nolan Origination Date 11/01/13