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| SYLLABUS: ENG 209 NON-WESTERN LIT OF THE AMERICAS  FALL 2020 |

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| INSTRUCTOR: | Chris Riseley |
| OFFICE: | North Santiam Hall 211-- no face to face visits during quarantine |
| OFFICE HOURS: | We will be in touch as needed via phone, text and Zoom, I plan to be as available as I can during the hours from 9:00am and 5:00pm Mon-Fri |
| TELEPHONE: | 541-250-1652 -- This is my private cell for use during quarantine only. You are welcome to text and call me here between 9:00am and 5:00pm Mon-Fri. It is best to TEXT first. Let me know your name and which course you are in. |
| E-MAIL: | chris.riseley@linnbenton.edu |
| WR121 PREREQUISITE: | College Placement Test and/or grade of “C” or higher in WR115 |
| **Required Textbook:** | In The Language of Kings: An Anthology of Mesoamerican Literature, Pre-Columbian to the Present  by Miquel Leon-Portilla & Earl Shorris  ISBN: 978-0-393-32407-5  LINK to Amazon to order -- please order this book now if you haven’t already acquired it through the LBCC bookstore:  <https://www.amazon.com/Language-Kings-Mesoamerican-Literature-Pre-Columbian/dp/0393324079> |
| Midterm Final Exam: | This course offers both midterm and final exam. |
| FIRST PRINCIPLES: | * I believe that you are ALREADY an excellent student! * Attitude is everything! * We do this together. You will have partners in class and you will have partners in the Writing Center. * We succeed when we are engaged and willing. * Be engaged.   + What does genuine engagement look like?     - Completing assignments.     - Asking questions.     - Taking this course seriously.     - Visiting office hours to get help or just to talk * We learn best by bringing our genuine selves to whatever we do * Be curious * Take risks * Be respectful * Be curious -- wait, did I already say that? Oh yeah, I did. I’m saying it again because guess what: it is absolutely essential to becoming a better writer |
| COURSE DESCRIPTION: | This class is going to be an adventure across time and across the landmass known as The Americas which stretches from the bottom of South America and winds its way into the arctic area at the very northern extremes of Canada. Some of the poems and stories that we will explore as we read the material in this class were first conceived thousands of years ago as the earliest tribes migrated onto these continents and began the work of building the cultures that existed here before the European invasion, conquest, and occupation. By examining the original stories (or by getting as close to them as we can) of the peoples who made the Americas home before the Europeans arrived, we will have an opportunity to discuss and explore the human condition from a variety of perspectives.  At the same time that we are learning more about the stories of the original peoples of this land, we are also going to be learning about how those stories and ideas are studied today by the experts and educators who live full time, metaphorically speaking, around the earliest campfires ever lit in the Americas. We’ll examine their approaches, agreements, and disagreements as we come to a clear understanding that each idea that they are trying to support with evidence is intended to shed more light on not only what happened in the past, but on how to best move the study of this literature forward into the future. As we read and discuss their academic papers, we will be participating in the very same conversations that have interested students and educators ever since academics in the west realized what a valuable heritage the original peoples of the Americas offer us if we will only slow down long enough to hear what is being said.  While our adventure begins in North America it will travel south through Mexico and into Central and South America.  **ENG 209 is a 200 Level Course**  This is a 200 level course. Some of the reading material is going to be very accessible, especially *Indian Tales* by Jaime de Angulo, and some of the material is going to be much more academic. Our journey here is not only one that helps us to come to a greater appreciation of the Non-Western Literature of the Americas, but it is one that starts us on the journey of joining that bigger conversation being held by experts and educators across the world. We’ll be searching our library databases and discovering academic papers that touch upon our own interests as they overlap with this course. You’ll be in charge of that part. What we cannot be in charge of is the fact that some of the reading material is going to take some time for us to understand. Do not worry that there were some parts of that essay that challenged you, because you will be able to bring your questions about a section to class and we will all puzzle over it together. Remember: we are just beginning this journey and while we are reading the writing of experts, we are not expected to be experts in this ourselves. We are beginners and that’s exactly what we should be.  Course description from catalog: Surveys American literature, analyzing works by writers from North, Central, and South America and the Caribbean, from prior to the European Contact through the modern period. Recommended: WR121 English Composition. |
| **LEARNING MANAGEMENT SYSTEM:** | Moodle.  You will be guided to many other websites during this term but the bulk of our interaction will happen within Moodle. If you ever have any questions, remember that I am available by text 40 hours a week for your success. |
| LEARNING OUTCOMES | 1. Describe how Native American and Latin American literature, short fiction, oral tradition, and poetry drawn from pre-Columbian, colonial, and contemporary writers explore the human condition. 2. Interpret Native American and Latin American literature through critical reading, writing, and discussion. 3. Analyze narrative and poetic techniques and themes unique to Native American and Latin American literature. 4. Participate in activities that encourage personal awareness, growth, and/or creativity through the experience of Native American and Latin American literature. 5. Write and speak effectively about their own and others' ideas. |
| FALL 2020  CONTRACT  GRADING: | Students in this class will contract for an A grade, a B grade, or a C grade.  Students in this class will contract for an A grade, a B grade, or a C grade.  This is an important decision for you to make, so please read carefully.  This policy is enacted because we realize that during our current pandemic, students’ lives have become increasingly complicated, and we want to place you more in charge of your time. How much time, effort, energy, and enthusiasm will you be capable of bringing to your work in this class?  *Read the difference in the amount of work and dedication closely.*  Students in pursuit of the C grade will complete the following at the C level:   * core material (lectures, videos, audio, quizzes, etc.) * read, analyze, and discuss presented work at C level * write 3 to 5 page research paper with citations at C level * Maya GLyph assignment C level * 1 midterm exam (C level) * 1 final exam (C level)   Students in pursuit of the B grade will complete the following at the B level:   * core material (lectures, videos, audio, quizzes, etc.) * read, analyze, and discuss presented work at B level (extra assignments) * Maya GLyph assignment B level * creative project * write 5 to 7 page research paper with citations at B level * conversation with instructor regarding creative project and paper (B level) * 1 midterm exam (B level) * 1 final exam (B level)   Students in pursuit of the A grade will complete the following at the A level:   * leadership role in groups and forums -- often requiring several more posts per discussion * core material (lectures, videos, audio, quizzes, etc.) * read, analyze, and discuss presented work at A level (several extra assignments) * Maya GLyph assignment A level * creative project * write 7 to 10 page research paper with citations at A level * conversations with instructor regarding paper (A level) * creative project (A level) * conversations with instructor regarding (A level) * 1 midterm exam (A level) * 1 final exam (A level)   NOTE: All of this is as accurate as possible at the time of this writing. I will always be available to help you reach the goal you have chosen. |
| SKILLS | • Work in teams through reading groups and peer editing workshops  • Provide critical response to peers’ work  • Develop your responses to readings  • Focus, develop, and organize your thoughts in writing  • Evaluate your own work using commonly accepted standards for thoughtful writing  • Follow standard grammatical conventions for academic writing  • Integrate outside sources using MLA or APA standards |
| Textbooks & Materials: | This term you will receive links to materials during class. |
| College Resources | Library  Writing Center and ONLINE WRITING LAB (OWL) |
| **Attendance and Time Management:** | ***Come to this class.*** You’ll notice from the first day of class that we work together a lot. We’ll be getting into groups to explore key concepts and then breaking into different groups to share what we’ve learned. We’ll be working one on one and in small groups on simple assignments and more challenging ones. I like to keep this course fun, informative and practical. Missing a meeting of this class is like buying a ticket to Disneyland and then going out to sit in your car in the hot parking lot all day. But I understand that we all have lives. If you must miss a class: send me an e-mail before the class you can’t attend, and then make sure that you communicate with someone else in the class so that he or she can help you understand what we covered. Remember that we’ll spend two hours outside of class working on our writing for every hour we spend in class.  Up to three unexcused absences will not affect your grade. In fairness to the students who come to all the classes, a fourth absence will result in one lower letter grade. The same will happen with each absence after. I would like you to come and see me if you must incur a fifth absence or more. |
| Tips for Success | Make this class fun for you. Crack yourself up as you practice your writing. Crack up your friends. Take risks.  Teach me how to make this class as fun and engaging as an online college level writing class can be.   * Come to class prepared and read/write assignments before class. * Do your work on time. * Always have your materials at hand. * Do your own work.   + *Plagiarism (using someone else’s work as your own without proper intext citation and documentation) will result in your failing the assignment and failing the class.*   Write about what matters to you. |
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| **LATE WORK POLICY** | After many years of being both a student and teacher, I have learned that getting our assignments in on time is best for us as students and for me as your teacher. This is the most ideal situation and it is the most fair one for all of the members of our class. We have deadlines and everyone meets the deadlines.  I realize that life can interfere with a deadline, but more often than not it is not really something important and unforeseen that interferes with our ability to turn in an assignment on time. Very often it is simply a lack of focus on time management that causes a paper to be late. I feel like it isn’t fair to other students in the class if late papers are awarded the same points as papers that were turned in on time. The maximum score that late paper can receive is a C. Turning in any assignments late will default your contract grade to C regardless of previous efforts. Make sure to connect with me if you foresee challenges in turning assignments in on time.  Late Papers can receive a grade no higher than a C and will be offered zero notes or feedback. To get feedback you will have to bring the paper to a regularly scheduled office hour. |
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| **Disability Statement:** | You should meet with your instructor during the first week of class if  · You have a documented disability and need accommodations,  · Your instructor needs to know medical information about you, or  · You need special arrangements in the event of an emergency.  If you have not accessed services and think you may need them, please contact Disability Services, 917-4789. |
| **Nondiscrimination Statement:** | LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws. |
| Distractions  (not really relevant to online versions of this course) | There will be times when students need to take notes and really concentrate during this course. It is our responsibility to keep our environment as free from distractions as possible. For this reason food is not allowed in the classroom. Please eat before or after class.  Of course all personal technological devices should be silenced during class. There might be times when you absolutely must be available to take a phone call. I understand that. If such a day arises, please sit in one of the chairs nearest the door and place your phone on vibrate. Take your call outside the classroom. |
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| Revisions | Students will work with writing specialists and their instructor to bring their grades on their paper in alignment with their contract grade. In some cases this may be impossible and students may have to reconsider their contract grade so that it aligns with the scores they are receiving on their papers. |
| Theme | Let’s succeed together. |