

Online Course Spaces

1. Canvas Site: View grades, find e-copies of course docs, find some of our assigned readings, submit assignments, & access classmates' work.
2. Email: I will often send information to the whole class as well as individual students via your Emory email accounts. Email is also the best way to reach me to ask questions, share ideas, and arrange individual meetings. If class gets cancelled, I will email you instructions for completing that day's work.
3. Zoom: Use our class link to join class when you are sick, in quarantine, or have other extenuating circumstances we have discussed. For office hours & other individual online meetings, use my personal meeting link. Always log in at emory.zoom.us/ before joining a meeting.
4. Google Docs: We will often use Google Docs to collaborate.

Additional Spaces Related to the Course

1. Dr. Suhr-Sytsma's Resources webpage for NAIS students: (<http://mandysuhrsytsma.weebly.com/resources-for-students-in-indigenous-studies.html>): Find guidance and links for accessing Native news media sources, reference sources, and peer-reviewed scholarship.
2. Native American & Indigenous Engagement at Emory site: (<https://scholarblogs.emory.edu/nae/>): Connect with Indigenous students as well as the Native American and Indigenous Studies Initiative. Also learn about resources, news, and events, including events you can attend to earn extra credit in this class. (For more on extra credit, see Appendix I.)
3. The Emory Library Website (<https://libraries.emory.edu/>): Find some assigned readings. Also find reference sources, books, and academic journal articles as you further explore course content and develop your projects.

Technology Requirements

You need a reliable device, internet connection, and web browser (Emory recommends Chrome) to run Canvas and other programs. You also need Microsoft Word, software to access pdf files (Emory recommends Adobe Reader), and software to create and present slides (I recommend Microsoft PowerPoint).

Learning Goals

By the end of this particular section of English 101, you should be able to: 1) identify and discuss the impact of some key events, concepts, and individuals in American Indian history as well as in Indigenous America today; 2) find and evaluate educational, artistic, and activist texts that address Indigenous people's experiences; and 3) reflect thoughtfully on your personal relationship to course content and on your development as a learner, writer, and relative.



You should also achieve the three outcomes, listed below, shared across all Emory first-year writing (FYW) courses. At the end of the semester, you will have a portfolio of work from the course and will write a formal 4-5 page letter for the

writing program assessment committee, explaining how that portfolio serves as evidence that you have achieved these common FYW outcomes.



1. Rhetorical Composition. Students compose texts in multiple genres, using multiple modes with attention to rhetorical situations. By composing a variety of texts using a number of composing technologies, students demonstrate understanding of audience, purpose, and constraints. They use and adapt generic conventions, including organization, development, and style.

2. Critical Thinking and Reading Resulting in Writing. As they undertake scholarly inquiry and produce their own arguments, students summarize, analyze, synthesize, and evaluate others' ideas. Students may encounter the ideas of others in a variety of texts generated both in and outside the classroom: print, visual, aural, oral, spatial. Students learn accepted and ethical ways to integrate other texts into their work, rightly handling citation and adaptation. They use writing as a critical thinking tool.

3. Writing as Process. Students understand and practice writing as a process, recursively implementing strategies of research, drafting, revision, editing, and reflection. In learning about their own writing process and doing guided reflective writing about that process, students learn to critique their own and others' works. They also become aware that it usually takes multiple drafts to create a successful text.

Course Requirements and Grading Overview

Reasoning behind Course Requirements

I do not assign busy work. I have designed all of the requirements for this class to support your progress in the course learning goals. I am confident that you will learn much and that you will be able to demonstrate your learning (and I will be able to assess it) through class activities and projects.

Components of Course with Proportion of Total Course Grade (Total=100%):

Class Engagement	10%
Reading Journal	10%
Canvas Posts & Comments (3 rounds)	15%
Rhetorical Analysis Paper	10%
Multimodal Presentation	20%
Personal Essay	20%
Portfolio Letter	<u>15%</u>
Total	100%

Course Requirements Details

Class Engagement: Preparation + Attendance + Participation (10%)

We need everyone present, prepared, and focused during our twice-weekly class meetings so we can learn, practice writing skills, and build community together. As you can see on the Class Engagement Self-Evaluation Rubric (Appendix A of this syllabus), to earn an A for class engagement, you need to consistently:

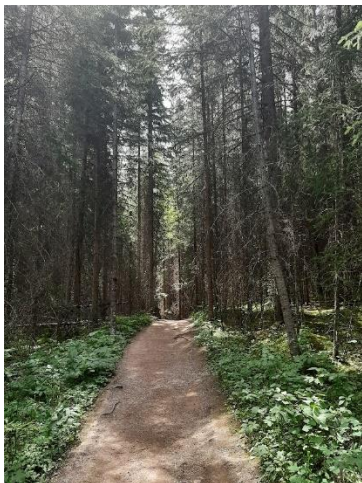
- attend class meetings (or complete make up work),
- come on time and stay for the entire time,
- come prepared (homework done & books and other materials with you),
- listen attentively to your professor and peers (taking notes, building on what others have said, and avoiding distractions),
- contribute constructively to the whole class at least once per week (share an insight, ask a question, read aloud, serve as class note taker, etc.),
- thoroughly complete in-class activities, and
- pull your weight in small group activities (by facilitating conversation, transcribing notes, reporting back to the class, etc.).

You will complete a Class Engagement Self-Evaluation Rubric (Appendix A) mid-semester and again at the end of the term. This self-evaluation will inform (but not wholly determine) your grade.

While I want you to come to every class you can, please do not come if you are sick. I know students occasionally must miss for other reasons, too. There will not be excused and unexcused absences in this class. Instead, there will be made-up absences (which will not hurt your class engagement grade if you complete the make up work on time) and unmade-up absences (which will hurt your grade). To make up all or part of a missed class, please complete the tasks listed in the Attendance Make-Up Work Expectations document (Appendix B). As you can see on the class engagement rubric, you can miss one class without make-up work and still earn an A for class engagement. **Missing more than 3 classes with no make-up work makes it impossible to earn higher than a C for your class engagement grade.**

Ideally, you will complete make-up work for a missed (or partially missed) class before the next class. For full attendance credit, you need to complete this work within one week of the missed class unless you have extenuating circumstances you discuss with me in a timely manner, and we agree on a different deadline.

In order to encourage attendance, I've intentionally made the make-up work tasks doable (so as not to penalize students who must miss class for reasons beyond their control) but substantial, and less fun than attending class.



Reading Journal (10%)

You need a physical notebook to use as your reading journal. If you have accommodations requiring you to type or dictate notes rather than writing by hand, please speak with me during the first two weeks of class, and we will determine an alternate format. You should bring your reading journal to class every day; we will often use it as a springboard for small group and whole class discussion, and you will annotate and add to your journal notes based on class work. As you can see in the Reading Journal Self-Evaluation Rubric (Appendix C), to earn an A for your reading journal, you need to take at least a half page of

notes on every assigned text requiring a journal entry (see course schedule). As noted on the rubric, strong journal entries will include summaries of the text's key ideas, questions sparked by the text, and connections drawn between the text and other material from the course and/or other contexts. Strong entries will also reference specific material from the text and cite page #s for readings and minute #s for podcasts or films. Additional tips:

- Review the rubric regularly to ensure you're including what you need to.
- Clearly label each entry with the entry #, date, text name, & author/creator.
- Leave some space to annotate and add to your entries during class.
- Incomplete sentences, abbreviations, etc. are fine. Aim for quick writing that makes sense to you.
- Take the notes *as* you read (not after you've finished).
- Draw, color code, or use other visuals to help process texts and connections.
- Jot down any terms you don't know; then come back and define them later.
- Note words, ideas, images, etc. that confuse, puzzle, or intrigue you.
- Note patterns (concepts or images that repeat within a text or across texts).
- Paraphrase or quote passages that seem important to the text's purpose.
- Quote passages that stand out to you, even if you don't know why.
- Note *how* the text works (rhetorical features) as well as what it says.
- Think and write about how the text might inform the major project you're working on. What can you learn from the structure as well as the content?

You will complete a Reading Journal Self-Evaluation Rubric (Appendix C) early/mid semester and again at the end of the term. This will inform (but not wholly determine) your grade. I will frequently peek at and occasionally collect journals to review. I'm also always happy to give feedback upon request.

Some assigned texts do not require a reading journal entry (see course schedule). Most of these are related to research/planning for major course projects. While you don't need journal entries for these, you'll want notes on them to help you succeed with the projects. Feel free to use the journal or another space for those notes.

Canvas Posts & Comments: Three Rounds (15%)

Three Canvas post assignments over the course of the semester will give you the chance to engage Native news media sources, draw connections between course content and contemporary issues, and interact with one another beyond the classroom. Each of the three posts is worth 4% of your total course grade and each of the three rounds of comments is worth 1% of your total course grade for a total of 15%. See "Canvas Posts/Comments Expectations & Rubric" (Appendix D) for details. As indicated there, because these are lower stakes assignments (not formal papers), you will earn maximum credit (100%, A+) simply by completing each post & comment set on time and in accordance with the specified expectations. Read the expectations carefully and review them as you write each post; in the past, students have lost points by forgetting one or more of the requirements. Extra credit will be given for assignments that far exceed expectations (in terms of quality, not length). You will see deadlines for six rounds



of Canvas posts/comments on the course schedule, but you only need to complete three of those rounds (whichever three you like). You are welcome to complete more than three (for fun or to get more practice writing), but I will just grade the first three you complete (unless you reach out to request an exception).

Four Major Projects

You will follow a multi-step drafting and revision process for each of the four major projects in this composition course.

Rhetorical Analysis Paper (10%)

Analyze a Native news media text. See Appendix E for details.

Multimodal Presentation (20%)

Present about a contemporary Indigenous leader. See Appendix F.

Personal Essay (20%)

Reflect on your learning about Indigenous people. See Appendix G.

Portfolio Letter (15%)

Reflect on your growth as a writer, and persuade the Emory Writing Program that you have achieved the course goals. See Appendix H.

Grading Scale

Percentage	Letter	Pts
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
0-62	F	0.0

Your grade will appear in Canvas as a number rather than a letter. Please use this scale to translate to a letter grade. Note that, for this class, .50 and above rounds up and .49 and below rounds down. For example, 86.50 rounds up to 87 (B+), and 86.49 rounds down to 86 (B).



Course Policies

Attendance: See the “Class Engagement” description above for information about attendance expectations and the impact of attendance (and make-up work) on your course grade. You may complete make-up work within one week of any missed class. See Appendix B for detailed make-up work expectations. **The first day of class and other classes during add/drop “count” as classes (we do important things!); you therefore need to do make-up work to get class engagement credit if you miss those classes just as you would for any other missed classes.** Even if you decide not to complete make-up work for a class you miss or partially miss, please speak with a classmate about what you missed as soon as possible, so you can stay on track and fully participate in the next class. Please do not come to class in-person if you are sick. Students who are sick, in quarantine, or have other truly

extenuating circumstances may join in-person classes via Zoom if their health allows, and if they notify me at least one hour before class starts. **Note: For Zoom classes, presenting yourself as present when you are not violates the honor code. Don't do that. Just miss class if you need to, and do the make-up work afterward.**



COVID-19 Safety: We all must adhere to current Emory University Covid-19 safety procedures for vaccination, testing, quarantine, masking, distancing, and other measures. Thank you for your consideration and compliance. Please do not come to class if you are sick or if you should quarantine based on Emory guidelines. See “class engagement” and “attendance” for ways you can earn class engagement credit & participate when you must miss for these or other reasons.

If Class is Canceled: If class is cancelled for any reason, I will e-mail you with instructions for how to complete the planned work, so we can stay on schedule. Assume that due dates and times have not changed unless I note otherwise. If the university closes (due to inclement weather, etc.) during two or fewer of our class meetings, we will redirect class to an online environment with instructions sent via email. If the university closes during three or more of our classes, we may meet (with our usual attendance policy in effect) during one or both of the weekend dates/times designated by Emory College.

Netiquette for Online Classes: I ask that students adhere to Emory’s netiquette guidelines for online classes. Please review them at <http://college.emory.edu/oisp/remoteteaching/documents/netiquette.pdf>. If you are unable to follow the guidelines (for example, some students need to turn their cameras off at times due to migraines or other health issues), please let me know.

Use of Electronic Devices During Class: Using a device for activities not related to the class will negatively impact your class engagement grade. That said, we will sometimes use electronic devices for class activities, so please bring a reliable device if possible. A smart phone or tablet is fine if you prefer not to lug your computer to every class. I will often ask you to put devices away to minimize distractions. I will, of course, make exceptions for students who have accommodations requiring regular device use to facilitate their learning. Please speak with me about such accommodations during the first two weeks of the semester. Students have a variety of legitimate reasons for using a device to aid learning; please respect your classmates who use devices regularly by not making assumptions or asking them about why they are allowed to use them.

Use of Class Recordings, Transcripts, and Materials: Our class meetings will be recorded and shared with students in the class. Lectures, discussions, and any other recorded content as well as other materials posted on Canvas (by the instructor and students) are for the sole purpose of educating students enrolled in the course. The release of such material (including but not limited to directly sharing, screen capturing, or recording content) is strictly prohibited, unless you obtain explicit permission from the instructor (and, if relevant, from fellow

students). Doing so without permission is considered an Honor Code violation and may also violate state and federal laws, like the Copyright Act.

Email Expectations: Emailing from your Emory account is the best way to contact me. I will generally respond within 24 hours (a bit longer on weekends & holidays). I will also regularly contact you by email. Please check your account at least once each weekday. Keep a professional tone, and include your full name in all emails.

Saving Work: Save often and in multiple locations so you don't lose work because of computer failure, power outage, etc. Save electronic documents every few minutes as you work and in at least two places (such as a hard drive and a cloud). Save first drafts as separate files from final drafts. Save all your work (notes and short assignments as well as formal projects) for the duration of the course.

Sharing Work with Peers: Your classmates will have access to the majority of your work via our Canvas site. We will also frequently do peer review activities. Part of becoming an effective writer is learning to appreciate the ideas and feedback of others. Avoid writing about topics that you wish to keep private or topics on which you are unwilling to engage others' perspectives.

Late Work & Extensions: Assignments submitted late will be docked a third of a letter grade (bringing a B+ down to a B, etc.) each day they are late unless you negotiate an extension with me. This applies to small assignments as well as large ones. Completing work on time will help you and your peers succeed (because it enables you to contribute to discussions, benefit from peer review, and avoid having an insurmountable pile of work at the end of the term.) That said, life happens! So, if you need an extension for any reason, just ask! If you ask in advance, we can work out a plan that doesn't hurt your grade and minimizes the negative impact of the late work on your and your classmates' learning. I will only grant last-minute or after-the-deadline extensions for truly extenuating circumstances. To be frank, what peeves me most is when a student skips a class meeting to finish a project for the course. I would much rather the student communicate with me in advance and get an extension. Then, if it's a first draft due date, they bring a partial (even very partial) draft to class to workshop. If it's a final draft due date, they set the project aside to do the other class work for that day, they attend class, and then they submit a strong final project a few days later.

Cooling-Off Period: When I return a graded assignment to you, I request that you review my comments about your work carefully and wait 24 hours before coming to speak with me about your grade. I have found that this cooling-off period results in more productive discussions.



Academic Integrity and The Honor Code:

The Honor Code is in effect throughout the semester. See <http://catalog.college.emory.edu/academic/policies-regulations/honor-code.html>. It violates the code to plagiarize (intentionally or unintentionally), to give false information to a faculty member, and to undertake any other form of academic

misconduct. If you witness others violate the code, you have a duty to report them to the honor council. Should I suspect that you engage in academic dishonesty in this course, I will refer the case to the honor council. You are responsible for reviewing and understanding the Honor Code, including the definitions of paraphrasing and plagiarism and the (very helpful) Appendix on the Use of Sources. Most students plagiarize because they don't understand how to properly use sources or because they panic when faced with a big deadline. If you have questions about using and citing sources, or if you need an extension and/or additional support with a project, please just ask me! I want you to succeed.



Respect and Inclusion: We will discuss some difficult topics this term, and you will make yourselves vulnerable by sharing ideas and writing with one another. I will do my best to create a respectful space where everyone can learn. I ask you to do the same, treating one another and others we engage with respect. Respect doesn't always mean comfort or agreement. It does mean carefully listening/reading and recognizing your limits in understanding others' experiences. I will also strive to show respect by using correct pronouns, avoiding derogatory terms, checking my assumptions, and being open to critique. I ask that you do the same and that you humanely call me and one another out when we err.

Trigger Warning

Our course will engage Indigenous joy, love, power, and resilience. We will also address traumatic situations faced by Indigenous people including genocide, rape, murder, slavery, forced migration, abuse, family separation, state-sponsored violence, racism, and poverty. Some of this material may be triggering for you and/or your peers. Be sensitive to your needs and others'. See the next page of this document for information about counseling and other support resources at Emory. Beyond Emory, some additional resources include:

- The National Suicide Prevention Lifeline's free hotline at 1-800-273-8255 (for anyone in suicidal crisis or emotional distress).
- The Day League's local legal, medical, financial, and support resources for sexual assault survivors and their 24/7 hotline at 404-377-1428.
- The StrongHearts Native Helpline at 1-844-762-8483 is a "24/7 safe, confidential and anonymous domestic, dating and sexual violence helpline for American Indians and Alaska Natives." The National Indigenous Women's Resource Center (www.niwrc.org) offers many other resources, too, related to survivor support and advocacy for stopping violence against Indigenous women and girls and strengthening Indigenous sovereignty.
- The National Native American Boarding School Healing Coalition "increases public awareness and cultivates healing for the profound trauma experienced by individuals, families, communities, American Indian and Alaska Native

Nations resulting from the U.S. adoption and implementation of the Boarding School Policy of 1869.” Learn more at boardingschoolhealing.org/. Call for support at 612.354.7700 (Hours are Mon-Fri, 9am-5pm Central Time).

- The Residential School Crisis 24 Hour Crisis Line (Canada-based, but they take calls from the US, too), offering support for boarding/residential school survivors, families, and communities at -1-866-925-4419.



Support Resources at Emory

Stress Management, Mental Health, and Financial Resources at Emory

Personal and academic stressors, including those related to COVID-19, economic instability, and/or racial injustice, can create barriers to learning for students. If you are struggling with concentration, motivation, emotional, or economic concerns that feel overwhelming and are impacting your daily functioning, please know that there are many free university resources available to support you.

Counseling and Psychological Services (CAPS): Free and confidential counseling services and support groups are available from CAPS. Learn more at studenthealth.emory.edu/cs or by calling (404) 727-7450.

Office of Respect: This crew provides education, advocacy, and 24/7 support for Emory students impacted by interpersonal violence. They “aim to provide support; help students learn about their options and rights; assist with safety planning; provide legal and medical accompaniment; and/or offer academic assistance.” Learn more at respect.emory.edu. Call their 24/7 hotline at 470-270-5360 for immediate help.

Student Case Management and Intervention Services: This team assists students and their families on an ongoing basis and in times of crisis – including but not limited to meeting academic, medical, financial, and social challenges. Learn more at <http://success.emory.edu/scmis/about.html>. Call 404-430-1120 or e-mail sisteam@emory.edu to contact them.

The Indigenous Student, Staff, and Faculty Community at Emory: I encourage Indigenous students to connect with this community. Please let me know if you’d like someone’s contact information or would like me to facilitate an introduction. Learn a bit about some community members on the “People” pages of the [Native American & Indigenous Engagement at Emory website](#).

Additional Support Resources at Emory Include:

- *[Office of Spiritual & Religious Life](#)
- *[Student Health Services Psychiatry](#)
- *[Emory Anytime Student Health Services](#)
- *[Emory Student Telehealth - 24/7 Medical & Mental Health Support](#)

The Department of Accessibility Services (DAS): DAS works with students who have disabilities to provide reasonable accommodations. Students are responsible for requesting accommodations and for renewing their accommodations letter each semester. To do so, register with DAS at <http://accessibility.emory.edu/students/>. I encourage you to contact DAS as early as possible (before the semester begins or during the first week) and then contact me to discuss how we will implement your accommodations. For additional information, contact DAS at (404) 727-9877 or accessibility@emory.edu, and visit <https://accessibility.emory.edu/>.

The Emory Writing Center: The Emory Writing Center is open year-round. They offer one-on-one remote tutoring for writers working on a range of composition projects at any stage of the process (from brainstorming to final revisions). Writing Center tutors work on idea development, structure, use of sources, style, grammar, and more. They are not a proofreading service, but rather offer strategies and resources you can use as you compose, revise, and edit your own work. Tutors also support the literacy needs of English Language Learners; several are trained ELL Specialists. Learn more and make appointments at www.writingcenter.emory.edu.

Dr. Suhr-Sytsma: I'm happy to talk any time individually about your ideas, concerns, writing, or progress in the course. In addition to office hours, you can email me to set up an alternative time to talk. I love discussing books, writing, and Native American studies, and I love supporting students.

Course Schedule

Important Schedule Information:



*Reading and writing assignments listed for a given day need to be completed before class that day.

*I will post handouts directly to our class Canvas site. Find other assigned texts via the Emory Library catalogue, the "Library Course Reserves" tab on our Canvas site, or a direct link, as indicated on the course schedule. I encourage you to print hard copies of essays and poems if possible.

*Major project first & final draft deadlines are highlighted in yellow.

*The schedule may change. I will notify you of any changes in class meetings and emails. I will not make any changes that significantly increase the workload.

Unit 1: *Listening*. Who is telling what stories? How? Why? To what effects?

Week 1: Thurs 8/25 Course Introduction: Discuss college writing, learn about this class, and engage Native news media sources.

Read (before class if possible, or during class): Emory's Official Land Acknowledgement and resources pages at <https://www.emory.edu/home/explore/history/land-acknowledgment/index.html>; Dr. Suhr-Sytsma's "Beyond the Five-Paragraph Essay: Navigating College Writing" handout (2 pages); "Challenging Common Misconceptions about Writing" Emory FYW Handout (2 pages); "Key Terms and Practices" Emory FYW Handout (2 pages); Example reading journal notes

Canvas Post/Comments Round #1 Due on Canvas Fri 8/26 at noon EST; comments on at least 2 classmates' posts due Mon 8/29 at noon EST. *Remember, we will have 6 due dates throughout the semester for these post/comments assignments, but you only need to complete 3 of them. See "Canvas Posts/Comments Expectations & Rubric" (Appendix D) for details.

Now-9/4 Special enrichment/extra credit opportunity: *Returns: Cherokee Diaspora and Art* exhibit at the Atlanta Contemporary. Features works by Luzene Hill (Eastern Band of Cherokee Indians), Brenda Mallory (Cherokee Nation), and Kade Twist (Cherokee Nation). No cost.

Week 2: Tues 8/30 Read: Course syllabus; Robin Wall Kimmerer's "Skywoman Falling" (7 pages) and "Allegiance to Gratitude" (13 pages) from "Planting" and "Tending" sections of *Braiding Sweetgrass* (full-text of *Braiding Sweetgrass* available via Emory library catalogue); Gerald Graff and Cathy Birkenstein's "Introduction: Entering the Conversation" (18 *small* pages) and "Chapter 14: What's Motivating this Writer: Reading for the Conversation" (12 *small* pages) from *They Say/I Say**

*Note: I'm posting *They Say/I Say* chapters assigned for this class to Canvas > Library Course Reserves, but I also recommend buying the whole book if you are able as many students find it a helpful resource throughout college.

Write: Reading journal entry #1 for "Skywoman Falling" and entry #2 for "Allegiance to Gratitude" (See "Reading Journal" section of syllabus and Appendix C for guidance.)

Thurs 9/1 Read: Note to Readers, Intro, and Chapter 1 of *An Indigenous People's History of the United States for Young People (IPHUSYP)* (34 pages)

Write: Reading journal entry #3 for "Intro" and entry #4 for "Chapter 1" of *IPHUSYP*

Write: Identify 2 possible news media texts to engage for your rhetorical analysis paper. In the class forum created for this, share the title, source, date of publication, link, and a one or two sentence description for each text.

Optional: Read "Rhetorical Situations" and "Reading Rhetorically" chapters (or just key terms/definitions from those chapters) from *Everyone's an Author* by Andrea Lunsford, et al. (on Canvas > Library Course Reserves).

Indigenous Sustainability Walk #1: Walk to the Carlos Museum during the second half of our 9/1 class meeting, and then walk through the Indigo Prayers exhibit with artist Charmaine Minniefield

Week 3: Tues 9/6 Read: Gerald Graff and Cathy Birkenstein's "Chapter 2: 'Her Point Is': The Art of Summarizing," (12 *small* pages) and "Chapter 3: 'As He Himself Puts It': The Art of Quoting" (9 *small* pages) from *They Say/I Say*
*Readings at Canvas > Library Course Reserves. Reading journal optional. Incorporate insights from the readings into your paper draft.

Write: Rhetorical Analysis Paper first draft due on Canvas at start of class. Hard copy encouraged for peer review.

Read in class: "Guide to Peer Review" FYW Handout (4 pages)

Thurs 9/8 Read: Chapters 2 and 3 of *IPHUSYP* (29 pages)
Watch: "Petaki" video by Calina Lawrence, Jonathan Thunder, and Gyasi Ross:
<https://www.youtube.com/watch?v=thR7KpK0YtE&t=3s>

Write: Reading journal entry #5 for *IPHUSYP* Chapter 2, entry #6 for *IPHUSYP* Chapter 3, & entry #7 for "Petaki"

Unit 2: Amplifying Indigenous Voices. Who should we know more about? How do their stories add to, refute, and complicate other stories we're encountering?

- Week 4: Tues 9/13 Read: "Revising" chapter (25 pages) from Joseph Harris's book *Rewriting: How to Do things with Texts* (Access full online text of this book via the Emory library catalogue.)
- *Note: I need to see evidence of careful reading of this chapter in your paper revisions and process reflection. Read this early in your revision process (ideally just after peer review 9/8) and, as you revise, use the strategies it discusses (including making an abstract or sentence outline to see what's really there, determining what to cut vs. what strengths to build on, and planning/executing/tracking idea-level linked changes).
- Write: Rhetorical Analysis Paper final draft and process reflection due in hard copy & on Canvas at start of class.
- Special Guests: We will host Indigenous campus leaders during our 9/13 class time. Note: This visit may be rescheduled based on leaders' availability.
- Thurs 9/15 Read: Chapters 4 and 5 of *IPHUSYP* (43 pages)
- Write: Reading journal entry #8 for Chapter 4 and entry #9 for Chapter 5
- Canvas Post/Comments Round #2** Due on Canvas Fri 9/16 at noon EST; comments on at least 2 classmates' posts due Mon 9/19 at noon EST.
- 9/17- 9/18 Special enrichment/extra credit opportunity: Ocmulgee Indigenous Celebration at Ocmulgee Mounds National Historic Park. Includes dancing, storytelling, & cultural demonstrations by Southeast Indigenous presenters. Admission is \$8.
- Week 5 Tues 9/20 Read: Chapter 6 of *IPHUSYP* (15 pages); Joy Harjo poems (approx. 10 pages, on Canvas > Library Course Reserves); "Guide to Research at Emory" FYW Handout (8 pages); possible sources for presentation *Incorporate insights from the FYW Handout in your presentation planning, research, and composing.
- Browse: Emory's Spring 2021 Untold Stories Task force Executive Summary at <https://president.emory.edu/includes/documents/sections/initiatives/initiatives-task-force-report-2021.pdf>
- Write: Reading journal entry #10 for Chapter 6 of

IPHUSYP, entry #11 for Harjo poems

Write: Identify 3 possible individuals to focus on in your presentation and post their names, tribal affiliation/s, a one or two sentence description of them, and (if possible) a link to a source about them in the class forum for this.

Indigenous Sustainability Walk #2: Garden walk during the last part of our 9/21 class time.

Thurs 9/22 Read: Chapters 7 and 8 of *IPHUSYP* (34 pages)

Write: Reading journal entry #12 for Chapters 7 and entry #13 for Chapter 8 of *IPHUSYP*

Canvas Post/Comments Round #3 Due on Canvas Fri 9/23 at noon EST; comments on at least 2 classmates' posts due Mon 9/26 at noon EST.

Week 6 Tues 9/27 Read: Chapter 9 of *IPHUSYP* (18 pages); sources for presentation

Listen: July 15, 2021 "Residential Schools: Cycle of Grief" episode of Native America Calling (47 minutes; the episode starts about 6 minutes into podcast after the news headlines from that day) at <https://www.nativeamericacalling.com/?s=Residential+Schools%3A+Cycle+of+Grief>

Browse: The NCTR website at <https://nctr.ca/> and the TRC's 94 Calls for Action at https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf

Write: Reading journal entry #14 for Chapter 9 of *IPHUSYP* and entry #15 for "Residential Schools" podcast.

Thurs 9/29 Read: Chapter 10 of *IPHUSYP* (25 pages); sources for presentation

Write: Reading journal entry #16 for *IPHUSYP* Chapter 10

Canvas Post/Comments Round #4 Due on Canvas Fri 9/30 at noon EST; comments on at least 2 classmates' posts due Mon 10/3 at noon EST.

Fri 9/30 Orange Shirt Day. Learn more at <https://www.orangeshirtday.org/>

- Thurs 10/20 Write/Compose/Present/Listen: Multimodal Presentations delivered by designated students. Reading journal entries required for each presentation (other than your own).
- Week 10 Tues 10/25 Write/Compose/Present/Listen: Multimodal Presentations delivered by designated students.. Reading journal entries required for each presentation (other than your own).
- Thurs 10/27 Write/Compose/Present/Listen: Multimodal Presentations delivered by designated students.. Reading journal entries required for each presentation (other than your own).
- Canvas Post/Comments Round #5** Due on Canvas Fri 10/28 at noon EST; comments on at least 2 classmates' posts due Mon 10/31 at noon EST.
- Sat 10/29 Special Enrichment/Extra Credit Opportunity: Muscogee Day events from noon – 4PM on McDonough Field with Emory community members and Muscogee Nation guests.

Unit 3: *Sharing Your Stories.* How does your own journey thread through the story webs you've encountered before and during this class? And what is your unique story of growing as a listener/reader/storyteller/writer this semester?

- Week 11 Tues 11/1 Read: Elisha Washuta and Theresa Warburton's "Introduction: Exquisite Vessels" from *Shapes of Native Nonfiction* (16 pages); essay of your choice from *Shapes of Native Nonfiction*; personal essay sources
*Access full online text of the book *Shapes of Native Nonfiction* via the Emory library catalogue.
- Write: Reading journal entry #18 for "Introduction: Exquisite Vessels" and entry #19 for essay of choice.
- Thurs 11/3 Read: Robin Wall Kimmerer's "*Mishkos Kenomagwen: The Teachings of Grass*" (10 pages, from "Picking" section of *Braiding Sweetgrass*); Brenda Miller and Suzanne Paolo's Opening and "Pact with the Reader" section of "Chapter 11: The Particular Challenges of Creative Nonfiction" (7 pages) and Opening and "Scene and Exposition" section of "Chapter 12: The Basics of Good Writing in Any Form" (4 pages) from *Tell It Slant*; personal essay sources
*Access online copies of *Braiding Sweetgrass* & *Tell It Slant* via Emory library catalogue. Incorporate insights from *Tell It Slant* in your essay proposal and draft.

Write: Reading journal entry #20 for “*Mishkos Kenomagwen*”

Optional: Read all of Chapters 11 & 12 from *Tell It Slant*

Canvas Post/Comments Round #6 Due on Canvas Fri 11/4 at noon EST; comments on at least 2 classmates’ posts due Mon 11/7 at noon EST.

Mon 11/7 Special Enrichment/Extra Credit Opportunity: Talk by Professor Laura Harjo (Muscogee)

Week 12 Tues 11/8 Read: personal essay sources

Write: Proposal for personal essay due on Canvas at start of class. Include: 1) a statement about the reason people (in general or a specific audience you have in mind) should read your essay (aka your purpose or focus), 2) a draft of your opening scene (which should begin to *show*, not tell, your purpose), and 3) an outline of the rest.

Indigenous Sustainability Walk #3: Campus walk with a Muscogee leader during our 11/8 class time. Note: this walk may be rescheduled to a different class based on the leader’s availability.

Thurs 11/10 Read: Natalie Diaz’s poem “The First Water Is the Body” (7 pages, on Canvas > Library Course Reserves).

Write: Reading journal entry #21 for Diaz poem

Week 13 Tues 11/15 Write: Personal Essay first draft due on Canvas at the start of class. Hard copy encouraged for peer review.

Thurs 11/17 Read: Indigenous-made text of choice about Thanksgiving

Write: Post about Thanksgiving text you read in forum made for this. Due at start of class 11/17.

Week 14 Tues 11/22 Write: Personal Essay final draft and process reflection due in hard copy and on Canvas at start of class.

Thurs 11/24 **No Class. Thanksgiving Holiday.** Give thanks, learn about what really went down in 1621, and check out more Indigenous perspectives on Thanksgiving.

Week 15 Tues 11/29 Read: Three classmates’ essays assigned to you; “Guide to Portfolio Reflection and Cover Letter” FYW Handout;

your own writing for the course

Write: Comments on assigned classmates' essays, including ideas for audiences beyond our class with whom the authors could share their essays, due at start of class.

Thurs 12/1 Read: Dr. S's "Learning More about Native Nations" Handout; your own writing for course

Write: Reading journal entry #22 for "Learning More" handout, including at least a couple of lines on what you want to read, watch, listen to, or do after this class to keep engaging Indigenous voices.

Week 16 Tues 12/6 Write: First Draft Portfolio Letter due on Canvas at start of class. Hard copy of letter encouraged for peer review.

Extra Credit
Deadline Tues 12/6 Extra credit posts are due within 7 days of the extra credit event you attend. For events attended the first week of December, please submit post by 5pm Dec 6.

Portfolio
Letter
Deadline Tues 12/13 **No Class Meeting.** We will not meet during our 12/13 final exam period designated by the college.

Per Writing Program policy, your final portfolio letter is due at the conclusion of our scheduled exam period.

Write: Final Portfolio Letter due on Canvas Tues 12/13.
Deadline for Section 8 (meets at 10am): 10:30am.
Deadline for Section 9 (meets 11:30am): 2:00pm.

