1. Prepared by: __________________________________________________

2. Date submitted: ______________________________________________

3. Date approved: ____________________ Date revised: 12/9/2014

4. Department/discipline: English

5. Department(s) endorsement(s): _________________________________
   (Signatures of the person(s) providing the endorsement are required.)

6. Course Title: American Indian Literature
   Abbreviated course title (25 characters or less):

7. Course Designator: ENGL

8. Course Level: 2005

9. Number of Credits: Lecture: 3 Lab: 0

10. Control Number (on site): 40
     Control Number (online): 0

11. Catalog/Course description:

    A course designed to acquaint students with literature written by American
    Indians. The course will take a historical approach, tracing American Indian
    Literature from its beginnings to present. It will examine stories, poems, novels,
    etc., from various male and female American Indian authors. The course will
    help students build skills in literary analysis through critical reading and writing.
    Students will be able to discuss the goals of the writers, the influences on their
    work, and the literary quality of those works. (Meets MnTC goal areas 6 and 7).

12. Course prerequisite(s) or co-requisite(s):
    Prerequisite(s): ENGL 1101 College Composition
    Co-requisite: None

13. Course Materials (Recommended course materials and resources. List all that
    apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest
    lecturers).
1. Instructor’s choice (Native American Literature: An Anthology is often used.)

14. **Course Content** (Provide an outline of major topics covered in course)

1. Introduction to American Indian Literature
2. Identity and Story
3. The Story: Oral and Written
4. The Power of Words
5. Literature as a Reflection of History
6. The Power of Storytelling
7. Spirits and Literature

15. **Learning Goals, Outcomes, and Assessment**

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)

B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)

C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)

D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

*Course learning outcomes will fulfill the identified competencies:*

**Course Learning Outcomes:**

Upon completion of this course, students will be able to:

1. Demonstrate an understanding of the plight of American Indians in modern society (B, D)
2. Relate literature to the life of American Indians (B, D)
3. Identify at least five American Indian authors (B, C)
4. Apply elements of fiction to specific works of literature (C)
5. Analyze, interpret, and/or critique a work of literature (B, C, D)
6. Research and present a theme or writer of American Indian literature as an individual or collaborative project (A, B)
16. **Minnesota Transfer Curriculum (MnTC):** If this course fulfills an MnTC goal area, state the goal area and list the goals and outcomes below:

See [www.mntransfer.org](http://www.mntransfer.org)

Goal Area(s): **6 & 7**

Goal and Outcomes:
Goal: Humanities & Fine Arts & Human Diversity

Outcome: Goal 6: Humanities & Fine Arts
1. Demonstrate an awareness of the scope and variety of works in the arts and humanities.
2. Understand those works as expressions of individual and human values within an historical and social context.
3. Respond critically to works in the arts and humanities.
4. Engage in the creative process or interpretive performance.
5. Articulate an informed personal reaction to works in the arts and humanities.

Goal 7: Human Diversity
1. Understand the development of and the changing meanings of group identities in the United States’ history and culture.
2. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
3. Analyze their own behaviors, concepts, and beliefs regarding diversity, racism, and bigotry.
4. Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.
Complete the following only if you are proposing a new course:

1. Planned pattern of offering:
2. Rationale for course: If this course is an ADDITION or replacement to current offerings, add a detailed explanation of the necessity for the change.
3. Does this course overlap with any course(s) offered at FDLTCC? If so, justify such duplication or indicate other adjustments to be made. Obtain signatures from affected departments.
4. What is the apparent or expressed student need for this course?
5. If this course includes a Native American or specifically Anishinaabe component list campus resource person/s—i.e., campus cultural/spiritual resource person/s and, if necessary, elder/s—consulted and include specific comments and written responses as appropriate.
6. Are there any additional licensing/certification requirements involved?
   a. Provide a copy of the required licensing/certification standards to the AASC chair and to the vice president of academic affairs.
   b. Attach the required documentation to show course meets required licensing/certification standards.
7. What types of tutoring will be made available through the CAA to students taking this course?
8. How will the course be evaluated?
9. Special resources—e.g. faculty, space, equipment, library, etc
10. Special course fees:
11. Relationship of course to the college mission statement and goals.
12. Relationship of course to the department’s mission statement and goals.
13. Relationship of course to colleges/university offerings (include tribal colleges).

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