

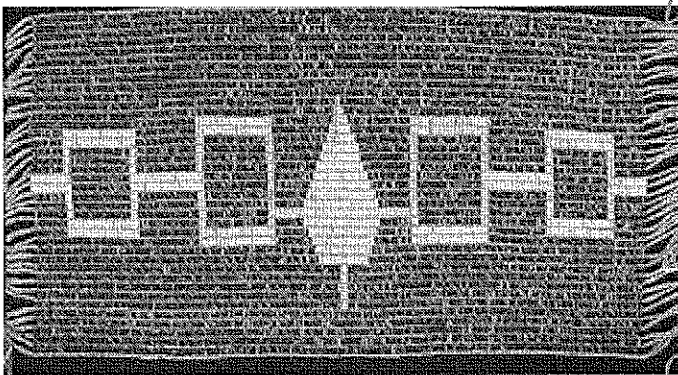
# Natives and Newcomers

Welcome to Natives and Newcomers, the website for your First-Year Seminar. Visit to find important course information, such as the syllabus, schedule, and the class discussion board, as well as a list of due dates, upcoming events, and news items. Here also you will find invaluable resources for writing and research. I will be adding new material throughout the semester. Explore the site and let me know if there if you do not find something you would like to see.

## News

## Important Dates

August 15 - Summer reading assignment due  
 August 15 - Letter to FYS instructor (Me) due  
 September 8 - Last day to change classes  
 September 24 - Convocation  
 November 6 - Trip to the National Museum of the American Indian in NYC  
 November 6 - Last day to withdraw from classes



The Hiawatha Belt, representing the League of the Haudenosaunee (Iroquois).

## Course Description:

Modern Americans have almost no contact with Native Americans. Wars, removals, and reservations have so marginalized and isolated Native peoples that they seldom intrude on the popular imagination except as distorted stereotypes. Consequently, two-dimensional representations of Pocahontas, Sitting Bull, and the Thanksgiving at Plymouth have effectively replaced the reality of historic Native American cultures and experiences. Recently, scholars working in diverse fields have begun to challenge depictions of Natives as simply victims or resisters. Native peoples were and continue to be

## Upcoming Events

September 17 - UGS Club Fair, 4-7pm, Dorm circle  
 September 24 - Convocation  
 September 25-27 Celtic Fest  
 November 6 - Trip to the National Museum of the American Indian in NYC

## Contact Information

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actors in their own history, and rather than a story of decline, their history is one of resilience, persistence, and adaptation. This seminar will take an interdisciplinary approach to reconsider the early contact period from a Native American perspective and as a consequence force us to rethink American history.

Natives and Newcomers >

# Syllabus

The First Year Seminar (FYS) introduces writing as a process that is central to college learning and to life. Each FYS, no matter what the topic, focuses on college-level reading and writing so students will begin to sharpen the critical reasoning skills needed for success in any academic discipline at Moravian College. The subject area focus of each FYS section entails reading and discussing ideas and styles from various academic disciplines, but all sections are the same in their general approach: students will practice both speaking and writing and will work collaboratively in workshop settings. You learn to write by writing and reading, so your teacher will be mostly a facilitator in class, not a lecturer or test-giver.

## Section N:

Modern Americans have almost no contact with Native Americans. Wars, removals, and reservations have so marginalized and isolated Native peoples that they seldom intrude on the popular imagination except as distorted stereotypes. Consequently, two-dimensional representations of Pocahontas, Sitting Bull, and the Thanksgiving at Plymouth have effectively replaced the reality of historic Native American cultures and experiences. Recently, scholars working in diverse fields have begun to challenge depictions of Natives as simply victims or resisters. Native peoples were and continue to be actors in their own history, and rather than a story of decline, their history is one of resilience, persistence, and adaptation. This seminar will take an interdisciplinary approach to reconsider the early contact period from a Native American perspective and as a consequence force us to rethink American history.

By the end of this course, you will:

- A. Articulate and understanding of liberal education as it affects one's life now and prepares the individual for the future.
- B. Use writing as a way to discover new information and insights, in short, to learn.
- C. Demonstrate a process approach to writing.
- D. Demonstrate competency in writing including framing questions, posing problems, and synthesizing information to write an academic paper.
- E. Demonstrate an ability to write effectively for a variety of audiences.
- F. Gather information for assignments through the use of appropriate

technology and evaluate the credibility of sources needed to write an academic paper.

G. Read critically and comprehensively to integrate others' ideas with their own.

H. Demonstrate behaviors for successful learning including effective study habits, time management, goal setting and coping skills.

I. Collaborate with faculty and student advisors to engage with the college community.

Students will complete several pieces of writing, formal and informal, graded or ungraded, this semester. Expect to receive suggestions from your instructor and classmates as you develop writing assignments through multiple drafts. Individual conferences, written comments, small group workshops, the College Writing Center—all may be used to help you as you plan, draft, revise, and edit a piece of writing. At least one writing assignment will involve substantial use of Reeves Library. You will improve your information literacy as you learn to develop and investigate a research topic. By the time you complete your FYS, you should be proficient in the following “**basic competencies**” of information literacy:

- Define a research need
- Formulate a research topic
- Determine an information need
- Plan and execute a search for information
- Identify key terms and concepts/Identify the most appropriate sources of information
- Use Boolean operators and truncation where appropriate
- Impose limiters (e.g., scholarly vs. popular, date, language)
- Modify the search based on search results
- Know how and where to find the sources discovered in the search process
- Determine which sources the library owns or provides access to and retrieve them
- Request material not owned by the library on Interlibrary Loan
- Locate material faculty may have put on reserve in the library
- Understand the obligation to credit sources and be able to do so in an appropriate citation style

### Writing as a Process

Writing is more than simply a report of what you know and see; it's also an important way of exploring a subject. Developing a finished piece of writing through time and

involving the recursive process discussed below can deepen your understanding of the world and yourself in a way that reading and thinking by themselves cannot. By practicing writing in this way, we hope that you can eventually become your own teacher/editor and be able to use writing as a way of learning. Here is a brief overview of the usual process, based on what we know about how successful writers actually work.

**Prewriting** (or planning) is the work you do before composing and includes those important early decisions about purpose, audience, and style. Prewriting also means reading, taking notes, talking to others, outlining, or freewriting - in other words, gathering together your information and thoughts.

**Writing** (or drafting or composing) those first words on a blank page is sometimes the most difficult step, often preceded by procrastination and anxiety that the writing will not work and that you might fail. Beginning writers should remember that it is neither natural nor possible for the words to come out just right the first time. Trying to make each sentence perfect before going to the next is one of the worst things to do. Writing takes time and often trial and error to become exact. The process we follow at Moravian allows time for your unique mind and your store of language to work together. Therefore, writing the first draft should be the fastest part of the process. You should write freely and without concern for style or mechanics in order to probe your ideas and let the act of writing help you discover what needs to be said. This first draft should be an open conversation between you and the writing. But for this conversation to move forward, you the writer must continue to put words on paper and respond to those words by writing more. Most any words will do to start the ball rolling, to set up this dialogue between you and the page. You are simply using writing to make yourself think in a sustained way about your topic. You aren't even sure yet what you wish to say. What comes out may surprise you. But at least give yourself a chance to let your thoughts flow in writing without trying to make each sentence correct before going to the next.

**Revising** is the crucial stage. Indeed, it has often been said that good writing is rewriting.

It is through multiple drafts that a piece of writing is developed to fulfill the writer's purpose for a reader. You may add paragraphs and sentences while deleting old ones, or restyle flabby sentences and sharpen word choice now that the ideas are clearer. You may even trash much of what you've written in a first draft as your purpose and your sense of yourself in relation to your audience becomes sharper. Always ahead in revision are several opportunities to improve what you are working on.

**Final editing and proofreading** occur as you approach completion of a writing project. For the first time the writer becomes a police officer, inspecting and verifying the grammar and spelling and punctuation. Good writing is much more than good grammar, but for most academic essays, the two go together. So writers at this point become concerned that no spelling or grammatical blunder will interfere with a reader's ability to understand and enjoy what was written.

You won't always have as much time as you would like for every essay. All of us, students and teachers alike, must learn to live within the limitations of this special version of life called college. But you can still practice this process of writing, learning to anticipate each stage and the writing problems that are a part of it. Someday your success will almost certainly depend, at least in part, on your ability to write meaningfully and to write with style. This semester is the time to start preparing for that moment.

## Required Texts

Laurence Behrens and Leonard J. Rosen, *A Sequence for Academic Writing* (Boston: Pearson, 2012).

Charles T. Gehring and William M. Starna, eds., *A Journey Into Mohawk Country: The Journal of Harmen Meynderts van den Bogaert* (Syracuse: Syracuse University Press, 2013).

Other texts will be distributed as handouts or by email.

## Assignments

Over the course of the semester you will be writing a lot. There will be three major essays and several smaller writing assignments. Writing ranges from informal and ungraded free writes in which the primary audience is yourself to a formal academic research paper.

## Grade Distribution

**Reading Journals**                      16% (10@2% each - I drop the two lowest grades)

- Most days that you have assigned reading you will also be expected to submit a journal that summarizes and critiques the reading. Journals will be graded for the quality of your ideas but not for writing.

## Discussion Board Posts 6%

## Research Paper 37%

- The course will culminate with a 12-page research paper on a topic of your choice. The paper should make reference to materials studied in class and to several non-assigned books and articles appropriate to the topic. We will work together in class and individually to develop your research project. The components of the paper are as follows:

Research Proposal (Sept. 25)	5%
Revised Proposal and Bibliography (Oct. 7)	5%
Five page chunk (Oct. 16)	5%
Full draft (Nov. 4)	5%
Complete, revised draft (Nov. 23)	5%
Final paper (Dec. 17)	12%*

\* Please note that you must take a full draft of your paper to the Writing Center. While there is no grade associated with this requirement, failure to do so will result in a third of a grade being deducted from the final grade (ie. a B will become a B-).

## Peer Review 10%

- Throughout the semester you will review and critique your colleague's papers.

## Museum Analysis iMovie 9%

- Using the iMovie app, you will assess an exhibit at the National Museum of the American Indian.

## Participation 12%

- Please note that this grade reflects the quality of your active participation in class and is not an attendance grade. However, poor attendance will result in a lower grade.

## Presentation 10%

- You will present your final paper in a mini-conference at the end of the semester.

## Attendance

It is your responsibility to attend every class prepared. I will regularly check

attendance. Three unexcused absences will result in the lowering of final grade by a third of a letter grade ie. a B to a B-. Attendance and participation are **not** the same thing. While you must be in class to participate, I will calculate your participation grade based only on your active and thoughtful contributions to class.

## **Late Policy**

- All assignments are to be handed in via Google Drive **before** the class in which they are due.
- Work outside of school, extracurricular activities, and having a number of assignments due in the same week or on the same day are not acceptable reasons for handing work in late.
- Late papers will immediately be assessed a full letter grade penalty (a B paper would become a C) on the first day a third of a letter grade each day thereafter.

## **The Writing Center**

As a requirement of this course, you will take a draft of your paper to the Writing Center. The Writing Center, located on the second floor of Zinzendorf Hall, supports the efforts of all writers at Moravian College. The student tutors are good, experienced writers and who are professionally trained to help you improve your writing. They will go over an essay draft with you and guide your understanding of how to improve that draft. You could also drop by to pick up some of the free handouts on virtually every part of writing: getting started, writing a thesis, developing paragraphs, eliminating wordiness, using commas, and the like. The Writing Center is generally open Monday-Thursday afternoons and Sunday evenings during the semester. The Writing Center is located in a building that is not accessible to persons with mobility impairments. If you need the services of the Writing Center, please call 610-861-1392.

## **Accommodations**

Students who wish to request accommodation in this class for a disability should contact the Academic Support Center, located on the first floor of Monocacy Hall (extension 1401). Please make these arrangements in the first weeks of the semester, as accommodations cannot be provided until authorization is received from the Academic Support Center.

Students are also encouraged, yet not required, to inform course faculty of those situations that can affect academic performance. Resources may be available to aid students who are experiencing academic difficulty.



It is important to contact the office as soon as possible to enhance the likelihood that such accommodations are implemented in a timely fashion. Any student who wishes to disclose a disability and request accommodations under the Americans with Disabilities Act (ADA) for this course first MUST meet with either Mrs. Laurie Roth in the Office of Learning Services (for learning disabilities and/or ADD/ADHD) or Dr. Ronald Kline in the Counseling Center (for all other disabilities).

## **Policy on Academic Honesty**

Moravian College expects its students to perform their academic work honestly and fairly. A Moravian student, moreover, should neither hinder nor unfairly assist the efforts of other students to complete their work successfully. This policy of academic integrity is the foundation on which learning at Moravian is built.

The College's expectations and the consequences of failure to meet these expectations are outlined below. If at any point in your academic work at Moravian you are uncertain about your responsibility as a scholar or about the propriety of a particular action, consult your instructor.

## **Guidelines for Honesty**

All work that you submit or present as part of course assignments or requirements must be your original work unless otherwise expressly permitted by the instructor. This includes any work presented, be it in written, oral, or electronic form or in any other technical or artistic medium. When you use the specific thoughts, ideas, writings, or expressions of another person, you must accompany each instance of use with some form of attribution to the source. Direct quotes from any source (including the Internet) must be placed in quotation marks (or otherwise marked appropriately) and accompanied by proper citation, following the preferred bibliographic conventions of your department or instructor. It is the instructor's responsibility to make clear to all students in his or her class the preferred or required citation style for student work. Student ignorance of bibliographic convention and citation procedures is not a valid excuse for having committed plagiarism. When you use the specific thoughts, ideas, writing, or expressions of another person, you must accompany each instance of use with some form of attribution to the source.

You may not collaborate during an in-class examination, test, or quiz. You may not work with others on out-of-class assignments, exams, or projects unless expressly allowed or instructed to do so by the course instructor. If you have any reservations about your role in working on any out-of-class assignments, you must consult with your course instructor. In each FYS class and in the Writing Center, we try to establish a community of writers who can review and provide helpful criticism of each other's work. Although no students in your class or in the Writing Center should ever be allowed to write your paper for you, they are encouraged to read your work and to

offer suggestions for improving it. Such collaboration is a natural part of a community of writers.

You may not use writing or research that is obtained from a “paper service” or that is purchased from any person or entity, unless you fully disclose such activity to the instructor and are given express permission.

You may not use writing or research obtained from any other student previously or currently enrolled at Moravian or elsewhere or from the files of any student organization, such as fraternity or sorority files, unless you are expressly permitted to do so by the instructor.

You must keep all notes, drafts, and materials used in preparing assignments until a final course grade is given. In the case of work in electronic form, you may be asked to maintain all intermediate drafts and notes electronically or in hard copy until final grades are given. All these materials must be available for inspection by the instructor at any time.

## **Plagiarism**

A major form of academic dishonesty is plagiarism, which we define as the use, whether deliberate or not, of any outside source without proper acknowledgment; an “outside source” is defined as any work (published or unpublished), composed, written, or created by any person other than the student who submitted the work (adapted from Napolitano vs. Princeton). Instructors often encourage—and in the case of research essays, require—students to include the ideas of others in their writing. In such cases, students must take care to cite the sources of these ideas correctly (in other words, to give credit where credit is due).

At Moravian, if an instructor suspects plagiarism, the student will be asked to show the notes and drafts contributing to the final version of a paper. The instructor also has the right to review any books or periodicals that were used. The grade for the paper will be suspended until these materials have been reviewed. An instructor who suspects a student of violating the policy on academic honesty with regard to an assignment, requirement, examination, test, or quiz will consult with the Chair, First Year Seminar, using a blind copy of the work in question, to verify the violation. If the charge is verified, the instructor will, in almost all cases, assign either a grade of zero to the academic work in question or a failing grade in the course in which the violation occurred. The student must be informed in writing of the alleged violation and penalty; a copy of this memo must be sent to the Associate Dean of Academic Affairs.

A student may appeal either a charge of academic dishonesty or a penalty as follows:

First, to the First Year Seminar course instructor.

Next, in the case of a First Year Seminar, to the Chair, First Year Seminar

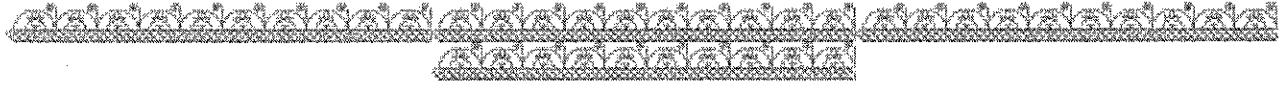
Next, to the Academic Standards Committee, chaired by the Associate Dean for Academic Affairs.



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# Schedule

## Natives and Newcomers



The schedule is subject to change. In the event that a change is made, I will inform you in class and, if the change is major, to revise the schedule on the website.

Week 1	Mon. Aug. 31	<p><b>Introduction: The Iroquois</b></p> <p><b>Read:</b> <i>Sky Woman</i></p> <p><b>Due:</b> As you read, take notes on <i>Sky Woman</i> about what aspects you find significant and interesting. Write down any questions you have about the text.</p>
	Wed. Sept 2	<p><b>Journey into Mohawk Country</b></p> <p><b>Read:</b> Gehring and Stama, eds., <i>Journey Into Mohawk Country</i>, 1-69.</p> <p><b>Due:</b> As you read, take notes about what aspects you find significant and interesting. Write down any questions you have about the text. What subjects does the journal raise that might make good topics for an essay?</p> <p><b>Reminder:</b> You must make one post on <i>George Hunt's Wars of the Iroquois</i> (See Mon. Sept. 7 for citation and link) to the discussion board by Friday at 6pm and a second post by Sunday at 9pm.</p>
	Fri. Sept 4	<p><b>Student Affairs Session</b></p> <p><b>Attend:</b> Sex Signals, Prosser Auditorium.</p> <p><b>Read:</b> Berens and Rosen, 1-25.</p>
Week 2	Mon. Sept. 7	<p><b>The Iroquois</b></p> <p><b>Read:</b> George T. Hunt, <i>The Problem of the Iroquois in Wars for the Iroquois</i> (Madison: University of Wisconsin Press, 1967), 3-12.</p> <p><b>Due:</b> <b>Reading Journal 1:</b> Write a one-page summary of the reading that clearly indicates the author's thesis following the instructions provided by Berens and Rosen.</p> <p><b>Reminder:</b> Please note that Sept. 8th is the last day for class changes.</p>
	Wed. Sept. 9	<p><b>Managing Your Time &amp; Assessing Sources</b></p> <p><b>Due:</b> Bring to class copies of all your syllabi and your laptop and/or ipad. We will be using the calendar app.</p> <p><b>Reminder:</b> You must make one post on <i>The Peacemaker</i> (See Mon. Sept. 14 for citation and link) to the discussion board by Friday at 6pm and a second post by Sunday at 9pm.</p>
	Fri. Sept	<p><b>Student Affairs Session</b></p>

	11	<b>Attend:</b> Counseling Center, Health Center and Religious Life, Prosser Auditorium.
<b>Week 3</b>	Mon. Sept. 14	<p><b>Trade and Exchange</b></p> <p><b>Read:</b> William Engelbrecht, <i>Iroquoia: The Development of a Native World</i> (Syracuse: Syracuse University Press, 2003), 129-144.  <b>Read:</b> <i>The Peacemaker</i>  <b>Due: Reading Journal 2:</b> Write a one-page summary of the reading following the instructions provided by Berehns and Rosen.                  Then in another 3/4-1 page assess the extent to which the The Peacemaker oral tradition can be substantiated archaeologically.</p>
	Wed. Sept. 16	<p><b>Disease</b></p> <p><b>Read:</b> Dean R. Snow, <i>The Iroquois</i> (Cambridge: Blackwell, 1991), 94-108.  <b>Due: Reading Journal 3:</b> Write a 3/4 page summary of the reading following the instructions provided by Berehns and Rosen.</p>
	Fri. Sept. 18	<p><b>Student Affairs</b></p> <p><b>Attend:</b> Academic Support Center, Prosser Auditorium  <b>Reminder:</b> Your research proposal is due on Friday</p>
<b>Week 4</b>	Mon. Sept. 21	<p><b>Warfare</b></p> <p><b>Read:</b> Daniel K. Richter, "War and Culture: The Iroquois Experience." <i>William and Mary Quarterly</i> 40 (Oct. 1983): 528-537.  <b>Due: Reading Journal 4:</b> Write a 3/4-page summary of the reading following the instructions provided by Berehns and Rosen.</p>
	Wed. Sept. 23	<p><b>Captivity and Kinship</b></p> <p><b>Read:</b> Pierre, Esprit Radisson, <i>Voyages of Pierre Esprit Radisson: Being an Account of His Travels and Experiences among the North American Indians 1652 to 1684</i> (London: Prince Society, 1858), 1-9.  <b>Due: Reading Journal 5:</b> This reading journal will have three parts. First, assess the extent to which Radisson's narrative supports or challenges Richter's thesis. Second, respond to the journal. What did you find interesting or surprising? Lastly, identify subjects in the narrative that would make good essay topics.  <b>Reminder:</b> Sign up to meet with me on Monday or Tuesday of next week.</p>
	Fri. Sept. 25	<p><b>Student Affairs Session</b></p> <p><b>Attend:</b> Career Development Center, Prosser Auditorium  <b>Due:</b> Research proposal via Google Drive</p>
<b>Week 5</b>	Mon. Sept. 28	<p><b>Individual Meetings with Me</b></p> <p><b>Due:</b> Bring an agenda to the meeting with at least three items you want help with.  <b>Reminder:</b> You must make one post on Trigger's article (See Mon. Oct. 5 for citation and link) to the discussion board by Thurs. Oct. 1 at 6pm and a second</p>

		post by Sunday at 9pm.
	Wed. Sept. 30	<b>Library Visit - meet in Reeves near the computers</b>  Reminder: You should begin searching for and obtaining books and articles. If you encounter materials that Reeves does not own, be sure to place Interlibrary Loan orders. The bibliography is due Oct. 7. Read: Behrens and Rosen, 54-82.
	Fri. Oct. 2	<b>Student Affairs Session</b>  Attend: Student Involvement & Leadership, Prosser Auditorium
Week 6	Mon. Oct. 5	<b>An Analytic Tool for Early Contact</b>  Read: Behrens and Rosen, 170-193. Read: Bruce G. Trigger, "Early Native North American Responses to European Contact: Romantic versus Rationalist Interpretations," <i>Journal of American History</i> (1991): 1195-1215. Due: <b>Reading Journal 6:</b> Summarize the reading in one page. Then provide a half page critique following Behrens and Rosen's instructions for writing a critique. Organize your journal under the headings "summary" and "critique."
	Wed. Oct. 7	<b>Thesis Statements &amp; Writing as a Process</b>  Read: Behrens and Rosen, 211-229. Due: Bibliography via Google Drive. The bibliography should contain a minimum of three primary sources and 10 secondary sources balanced between books and articles.
	Fri. Oct. 9	<b>Student Affairs Session</b>  Attend: Center for Intercultural Advancement & Global Inclusion, Prosser Auditorium Reminder: Schedule a meeting with me
Week 7	Mon. Oct. 12	<b>Fall Recess - No Class</b>
	Wed. Oct. 14	<b>Individual Meetings with Me</b>  Due: Bring an agenda to the meeting with at least three items you want help with.
	Fri. Oct. 16	<b>No Class</b>  Due: First 5-page chunk via Google Drive to me and your writing partner by Sunday the 18th at noon. Papers arriving after 12:00pm will be receive a late penalty.
Week 8	Mon. Oct. 19	<b>Registration</b>
	Wed.	<b>Workshop I</b>

	Oct. 21	<p><b>Due:</b> Before class share your peer edits with me and your partner</p> <p><b>Reminder:</b> A complete draft of your paper is due Nov. 1. Between now and Nov. 20 you need to take a complete draft to the Writing Center. The Writing Center gets busy this time of year so book an appointment early.</p>
	Fri. Oct. 23	<p><b>South Campus Walkabout</b></p> <p>Meet at the Hill</p>
Week 9	Mon. Oct. 26	<p><b>Individual Meetings with Me</b></p> <p><b>Due:</b> Bring your course selections for next semester and any questions you have about your paper.</p>
	Wed. Oct. 28	<p><b>Student Advisor Session</b></p>
	Fri. Oct. 30	<p><b>Invasion or Middle Ground?: Two More Analytic Tools</b></p> <p><b>Read:</b> James H. Merrell, "Indian History during the English Colonial Period," ed. Daniel Vickers, <i>A Companion to Colonial America</i> (New York: Wiley-Blackwell, 2003), 118-137.</p> <p><b>Due: Reading Journal 8:</b> Summarize the reading in one page. Then provide a 1/2-3/4 page critique following Behrens and Rosen's instructions for writing a critique. Use your own research and what you have read so far as a basis for your critique. Organize your journal under the headings "summary" and "critique."</p>
Week 10	Mon. Nov. 2	<p><b>Quotations, Paraphrasing and Academic Honesty</b></p> <p><b>Read:</b> Behrens and Rosen, 37-53.</p>
	Wed. Nov. 4	<p><b>No Class</b></p> <p><b>Due:</b> A complete draft of your essay is due via Google Drive by 4pm</p>
	Fri. Nov. 6	<p><b>Trip to Museum of the American Indian in NYC</b></p> <p><b>Reminder:</b> Bring your ipad on the trip because you will be taking photos and videos to create an iMovie assessment of a museum exhibit.</p> <p><b>Reminder:</b> Nov. 6th is the last day to withdraw from classes</p>
Week 11	Mon. Nov. 9	<p><b>Workshop II: Revision</b></p> <p><b>Read:</b> Behrens and Rosen, 229-232.</p> <p><b>Due:</b> Before class share your peer edits with me and your partner</p>
	Wed. Nov. 11	<p><b>Iroquois Women</b></p> <p><b>Read:</b> Judith K. Brown, "Economic Organization and the Position of Women among the Iroquois," 17 <i>Ethnohistory</i> (1970): 151-167.</p> <p><b>Due: Reading Journal 9:</b> Summarize the reading in one page. Then provide a 1/2-3/4 page critique following Behrens and Rosen's instructions for writing a critique. Organize your journal under the headings "summary" and "critique."</p>



	Fri. Nov. 13	<b>iMovie Workshop</b> <b>Bring ipad to class.</b>
Week 12	Mon. Nov. 16	<b>Black Robe, Part 1</b>  Read: Behrens and Rosen, 232-235. Reminder: Post to the discussion board your critical reflections on Black Robe by noon on Wednesday. Your reflections should draw on the readings we have done throughout the course. Then post again before Friday at 9pm.
	Wed. Nov. 18	<b>Black Robe, Part 2</b>  Reminder: Post to the discussion board by Friday at 9pm.
	Fri. Nov. 20	<b>iMovie Screenings &amp; Effective Presentations</b> We will watch your iMovies in class
Week 13	Mon. Nov. 23	<b>Editing</b>  Read: Behrens and Rosen, 232-235.
	Wed. Nov. 25	<b>Thanksgiving - No Class</b>
	Fri. Nov. 27	<b>Thanksgiving - No Class</b>
Week 14	Mon. Nov. 30	<b>Individual Meetings with Me</b>  Due: Bring an agenda with three items you want help with.
	Wed. Dec. 2	<b>Class with Student Advisor</b> This is a good opportunity to get some last minute advice about your paper and presentations
	Fri. Dec. 4	<b>Paper Presentations</b>
Week 15	Mon. Dec. 7	<b>Paper Presentations</b>
	Wed. Dec. 9	<b>Paper Presentations</b>
	Fri. Dec. 11	<b>Paper Presentations</b>
	Thurs. Dec. 17 by 4pm	<b>Final Papers Due</b>