

## **LLC 2008-09 Initiative: English 243: Native American Autobiography OL**

### **Summary:**

This course takes an existing face 2 face course and puts it online for wider distribution across the state and articulation with Native American Studies programs at community colleges and universities.

### **Description:**

Over the past several years, English 243 has been cancelled due to low enrollments on campus. However, with the Chinuk Wawa course, the Longhouse project, and the commitment of the AIL Committee to support a Native Studies program at Lane, an online section of Native American Autobiography could attract not only Lane students, but students from sites where Chinuk Wawa is currently taught through IP Video: PSU, Chemeketa, and the Grand Ronde tribal headquarters.

This course will introduce students to a new way of seeing the world they live in as they read of the lives of Native Americans written by themselves. Autobiographies studied will range from early historical works narrated and translated by anthropologists to modern works by Linda Hogan and N. Scott Momaday. These texts will be studied in their historical contexts, as well as their cultural contexts. Online links and films will play an important role in this course. The goal of the class is to present a fuller picture of the voices and visions of Native Americans.

---

### **Strategic Direction**

- Achieve and sustain fiscal stability.
- Create a diverse and inclusive learning college: develop institutional capacity to respond effectively and respectfully to students, staff, and community members of all cultures, languages, classes, races, genders, ethnic backgrounds, religions, sexual orientations, and abilities.
- Foster the personal, professional, and intellectual growth of learners by providing exemplary and innovative teaching and learning experiences and student support services.
- Promote professional growth and provide increased development opportunities for staff both within and outside the College.

### **Learning Plan Goals**

- Build capacity to teach curriculum addressing issues of race/class/gender/sexual orientation and other institutionalized systems of inequality.
- Curriculum enhancement.
- Facilitate more integrated and connected educational opportunities.

## Student Affairs Plan Goals

- Develop a campus-wide, coordinated, and targeted marketing strategy to enhance enrollment and image in the community.
- Develop and promote a seamless transition for students from Lane to four-year institutions of higher education, maximizing their chances for success and enhancing their personal, social, and academic growth.
- Enhance Recruitment Efforts.

## College Council Priorities

- 1.b. Enrollment Management: Recruitment and Retention
  - 1.e. Enrollment Management: Increase Credit Enrollment Level
  - 1.f. Enrollment Management: Partnerships with 4-year Colleges and Universities
  - 4.1 Responding to unit plans/council plans: Innovation
  - 4.2 Responding to unit plans/council plans: Curriculum Development
  - 5.2 Instructional Redesign: Leveraging Technology
- 

## Questions and Answers

*How is the initiative linked to the Unit Plans most recently submitted?*

1. *How does it continue the achievement of those goals?*
2. *If this is a continuation of an initiative started last year, make sure that relationship is clear.*

*How is this initiative linked to the efficiencies and productivities plans you had last year?*

1. *How does it continue the achievement of these plans?*
2. *If this is a continuation of an efficiency or productivity plan started last year, make sure that relationship is clear.*

The development of an OL section of Native American Autobiography works toward the division's broad goal of supporting diversity at all levels. While the Chinuk Wawa initiative is ongoing from 2 years ago, this literature course is topically and thematically linked with the language initiative, adding another dimension to Native Studies at Lane.

The OL course proposal is linked to efficiencies through its capacity to attract a much larger audience of diverse students at diverse institutions. The negative effects of underenrolled diversity courses can be mitigated through a wider audience and the positive effects of instruction around the history, literature and writings of and about Native Americans. This kind of work advances the college's diversity agenda and also helps create a specialized niche that Lane is beginning to occupy with the Longhouse and Chinuk Wawa course.

*Describe the resources needed:*

100 hours of CD support for the development of an online course: Moodle work, development of OL resources and links to relevant websites, syllabi, quizzes, discussion questions, forums, exams and lecture notes.

*What specific measurable program outcomes do you expect to achieve with this initiative? The outcomes should be specific enough to be measurable. Also, outline the method that will be used to determine the results.*

This course would allow 35 students/year to study Native American Autobiography, creating additional enrollment, enriching Lane's diversity offerings, and supporting the American Indian Language initiative (Chinuk Wawa). This course has the potential to interest students in the Native American experience and garner approximately 3.0 FTE. The greater effect would be the contribution of the course to a coherent set of courses around the development of a program in Native American Studies; Lane has the potential to fill this niche for the state of Oregon.

*Department Priority:*

2

*Unit Resources:*

Almost no financial support, with the modest exception of copying costs and printing and graphics support as needed.

---

## **Carl Perkins Funding Request**

---

### **Curriculum Development Funding Request**

*1. List the following information*

- Course Numbers (titles if not currently offered)*
- Instructor Name(s) who will work on the curriculum development*
- Whether each of the courses is in, or has been through, the curriculum approval process*

English 243 (online): Native American Autobiography

Dr. Pamelyn Dane

The course has been through the curriculum approval process for a face 2 face course, but not the OL Quality Matters approval process. This will be the first 200-level literature course developed for online instruction.

*2. List each course number (or title) and the materials to be created for each class*

- *Instructional goals, objectives, syllabi and outlines*
- *Lab instruction packets*
- *Practice, quiz, presentation &/or demonstration materials*
- *Other (specify)*

English 243

The instructional goals, objectives, and outlines will be similar to those created for the face2face class, but quizzes, exams, assignments, the presentation of information, the resources for the class, and the Moodle pages will be among the materials created.

*3. List each course number (or title) and give your timeline for beginning and completing each course curriculum development.*

English 243: Begin with notification from the CD committee and complete the work by December 2008 (assuming that notification is timely).

*4. What are up to 3 departmental instructional goals that are met through the development of curriculum in each class?*

English 243

1. A deeper understanding of literature and its diverse writers and audiences;
2. Enhanced ability to read and think critically;
3. Improved writing skills; the ability to write critical essays

*5. List each course number (or title) and give the value of the development of curriculum in each course to other faculty members.*

English 243

The development of an OL curriculum for Native American Autobiography

*6. List each course number (or title) and say how many students will be served by the development of curriculum in each class.*

English 243: 35 students/term taught (initially taught 1/year)

*7. List each course number (or title) and give the specific benefits to students that you expect from the development of curriculum in each class.*

English 243

*8. List each course number (or title) and give the specific benefits for diversity that you expect from the development of curriculum in each class.*

English 243

*9. List each course number (or title) and give the specific benefits to sustainability that you expect from the development of curriculum in each class.*

English 243

*10. List each course number (or title) and give the specific effects on distributed learning that you expect from the development of curriculum in each class.*

English 243

*Hours requested for Curriculum Development funding:*

*Please enter the amount of one of the following:*

- *100 hours maximum for new development.*
- *70 hours maximum for course revision*
- *50 hours for 3-4 credit conversion*
- *other (use if multiple courses addressed in one initiative*

***Do not enter any characters other than numbers and a decimal.***

*How many hours are you requesting? If there are multiple courses addressed in the initiative, please list each course number (or title) and give the number of hours requested for each course.*

100

*Can this initiative be partially funded?*

No

*Partially funded curriculum development HOURS requested:*

Question Not Answered

*Explanation of effect of partial funding:*

Question Not Answered

---

**Technology Fee Funding Request**