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ENGL 110 (College Writing I): Controversy in Literature, Language, and Literacy

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Controversy in Literature, Literacy, and Language

College Writing: Language and Literacy ENGL110

3 units English

Instructor Information

D. Salazar Monarrez

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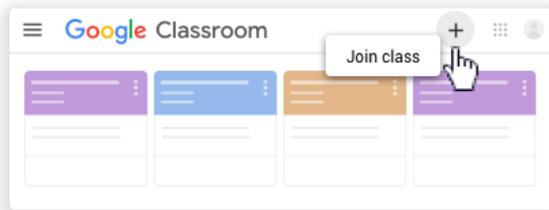
Website:

Online office hours:

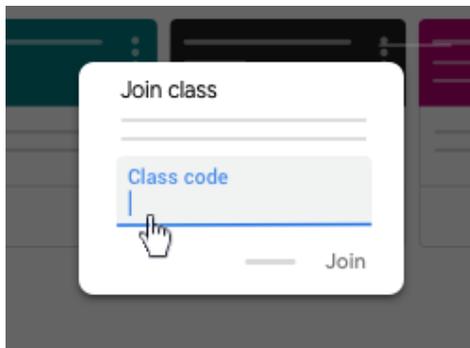
Course Information

Course site (LMS): Google Classroom Code: {CODE}

1. Go to classroom.google.com and click Go to Classroom.
2. Enter your username and click Next.
3. Enter your password and click Next.
4. If there is a welcome message, read it and click Accept.
5. If you're using a G Suite for Education account, click I'm A Student ...
6. Click Get Started.
7. At the top, click Join class .



8. Enter the class code **{CODE}** and click Join.



Note: Class codes are 6-7 characters, and use letters and numbers. Codes can't have spaces or special symbols.

Course Description

In this class you will learn and then practice academic writing. In order to practice college-level writing we will be exploring the subject of Controversy, specifically in Native American narratives and modern social issues of language and literacy; what it is, what it does and how, how we use it and how we are affected by it. The study of human language, called linguistics, permeates almost all other academic fields. Sociologists use linguistics to analyze human behaviour, anthropologists to understand disparate cultures, computer scientists in expanding on machine learning and interface programming, city planners to make key decisions, &c. This semester, you will learn and practice academic writing by exploring academic controversy regarding questions of language and literacy. To do so, you will both consider academic theories and reflect on your own literacies and experiences with language.

College writing is different than simply 'writing a paper'. This is not an English class, the point of any writing assignment is to show your skills in writing, constructing arguments, analyzing text, using research techniques; not to demonstrate knowledge of any subject matter. In College Writing I, you will learn and practice a dependable, manageable and reproducible writing process that allows you to find and develop your own strong ideas and express them clearly and persuasively. This is a skill you will need for the rest of your time in college and one that anyone can learn and improve.

Over the course of the semester, you will read and discuss texts from a number of fields, complete regular informal assignments, and write three longer papers in which you analyze topics related to language and literacy. You will learn how to close read, analyze text, research, collaborate, and both give and receive feedback. Academic writing as its own skill is not something that many schools teach as a dedicated subject; in classic schooling academic writing was expected without ever being taught. My hope is that you use this class to learn how to write for anything and everything in your future academic and professional careers.

Course Requirements:

Students will write and submit these 5 parts for all 3 papers:

(A) Invention (B) Plan (C) Draft (D) Revision (E) Edited Draft

Paper 1: Testimonio (1200 words)

Paper 2: Lens Analysis (1500 words)

Paper 3: Researched Project (2,000 words)

Writing Practice Homework

In-class Writing (ICWP)

Group Presentations

Final Portfolio with Reflective Letter (600 words)

Course Goals/Objectives

The course is organized primarily around three graded paper assignments. For each paper assignment, you will submit and receive feedback on (1) an outline, (2) a rough draft before submitting (3) the final draft for your final grade.

- The outline is graded out of 3pts for effort and completion.
- The rough draft is graded out of 10pts for completion and competency.

- The final draft is graded out of 100pts for competency and merit.
 - You are REQUIRED to submit a recording of yourself reading a finished draft along with your 3 papers.

Learning Objectives

Upon completion of this course, you will:

- Produce writing that responds appropriately to a variety of rhetorical situations with a particular focus on academic argumentation.
 - aka: How to write effectively with a purpose.
- Learn reading strategies to summarize, synthesize, analyze, and critique other people's arguments and ideas fairly.
 - aka: What to do when you are reading others' writing.
- Learn research practices that will help strengthen their writing and thinking.
 - aka: How to do good research.
- Produce writing that shows how writers may navigate the diverse processes of composing including revision and collaboration.
 - aka: Be able to improve your own and others' writing.
- Produce writing that strategically employs appropriate language conventions in different writing situations.
 - aka: Improve your mastery of written dialect and register.
- Take ownership of their work and gain an understanding of their own voice, style, and strengths.
 - aka: Show that you are self-aware about your own writing.
- Utilize authoritative theories about language and literacy in their own analytical projects.
 - aka: Show real understanding about theoretical work and be able to apply it in writing.

Texts

This is a Zero Textbook Cost (ZTC) all materials will be provided through Google Classroom.

Readings:

Paper 01: Testimonio

Background:

“[Key Concepts in Intercultural Dialogue, Testimonio](#)” by Raúl Alberto Mora
[Rigoberta Menchu: Daughter of the Maya \(2016\)](#) dir. Gifford Engle

Testimony & Narrative

[I. Rigoberta Menchu: An Indian Woman in Guatemala](#) by Rigoberta Menchu & Elisabeth Burgos-Debray

“[American Indian Stories](#)” by Zitkala-Ša

Controversy:

“[The Rigoberta Menchu Controversy](#)” edited by Arturo Arias

Paper 02: Lens Analysis

Applied Theory:

[“Author Authoring Ethnicized Subjects”](#) by Arturo Arias

["On Spivak's essay 'Can the Subaltern Speak?'"](#) by Dr. Mrinalini Sebastian

[“The Making of Rigoberta Menchú: Testimonio and Self-Fashioning”](#) by Alice Brittin

Theories for Lens Paper:

[“Proposing a New Research Method: Convivencia Testimonial”](#) by Jessica M. Quintero and Cindy Peña

[“The literacy myth: literacy, education and demography”](#) by Harvey J. Graff

Paper 03: Research Paper

[Amanda Montell Interview](#) by Anney Reese & Samantha McVey (1:10:46)

[The “Ebonics Controversy”](#) by Sarah Marshall and Michael Hobbs (1:01:00)

[American Tongues](#). Dir. Andrew Kolker, Louis Alvarez (56:00)

[“The Minority You've Never Heard Of”](#) by Zoe Bee (20:18) & [“Why We Stopped Teaching Children How to Read”](#) by John McWhorter (32:41)

Selected Textbook Chapters on Writing:

[Choosing & Using Sources: A Guide to Academic Research](#)¹ by Teaching & Learning, Ohio State University Libraries

Chapter 1: Research Questions

Chapter 10: Writing Tips

Chapter 13: Roles of Research Sources

[Write What Matters](#)² by Liza Long, Amy Minervini, and Joel Gladd

Chapter 12: Writing to Inquire: The Research Process

Chapter 15: APA and MLA Documentation and Formatting

Chapter 16-19: Writing Basics

[Doing Research](#)³ by Celia Brinkerhoff

Chapter 3: Develop your Search Strategy

Chapter 4: Evaluate your Sources

[Writing Unleashed: Argument](#)⁴ by NDSCS in Wahpeton, ND

Logical Fallacies (48-50)

Argument, The Overview (4-23)

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² licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, except where otherwise noted.

³ licensed under a Creative Commons Attribution 4.0 International License, except where otherwise noted.

⁴ licensed under Creative Commons Attribution-ShareAlike 3.0 Unported license.

Reading (86-105)

“Critical Reading & Making Choices in Writing” by Jessie Szalay

“Language Matters” by Chris Blankenship and Justin Jory

“Personal Literacy and Academic Learning” by Marlena Stanford

Required tools and accounts

You will need to have a Queens College GSuite Account to access the class and an email which you check regularly

Technical Support

Email Helpdesk@qc.cuny.edu, or call the Student Support Hotline (718-997-3000).

Assessment

Paper Notebooks	35%
1 Testimonio (1200 words)	
2 Lens Analysis (1500 words)	
3 Researched Argument (2,000 words)	
Final Portfolio with Reflective Letter	10%
Group Presentations	20%
Notebooks:	35%
In-Class	
Skills & Strategies	
Reading	

Student Expectations

To receive a passing grade (D or above) in this course, students must at minimum:

Submit final drafts of the three papers by their deadlines.

Failure to submit ANY final draft automatically means failing the course.

Submit a final portfolio with reflective letter.

Complete reading and writing homework assignments.

Complete in-class writing exercises when assigned.

Attend and participate in all classes, barring extreme circumstances.

Submit all writing assignments via GoogleClassroom on time.

Paper Assignments

The course is organized primarily around three graded paper assignments. For each paper assignment, you will submit and receive feedback on (1) an outline, (2) a rough draft before submitting (3) the final draft for your final grade.

- The outline is graded out of 3pts for effort and completion.
- The rough draft is graded out of 10pts for completion and competency.
- The final draft is graded out of 100pts for competency and merit.

Paper 1: Testimonio

Plan and write a piece of literary testimony, critically reflecting on an experience of COVID, or any other collective memory of an experience. You will draw on ideas from Arias, Brittan, or Mora to help you write and analyze your narrative of collective experience and complicate your thinking about testimony and memory.

Paper 2: Lens Analysis

Using ideas from “The Literacy Myth,” and/or “Convivencia” you will analyze the literacy experiences of the research area of controversy you’ve identified; along with a relevant, personal experience in which you gained or attempted to gain a specific type of literacy. You must also consider what the framework of the controversy is, and how it might be reframed.

Paper 3: Research Paper

Conduct research in order to develop an analytical argument about an incident involving language or literacy that centers around controversy. Your paper must:

- research facts and contextual information about the incident
- analyze this evidence using relevant, expert theories of Quintero & Peña’s or Graff’s
- consider and respond to existing arguments about the controversy
- acknowledge and address at least one significant counterargument

Final Portfolio

At the end of the term, you will compile your outlines, rough and final drafts into a single portfolio, which will be accompanied by a reflective letter on your writing process and development.

Grading

Outlines will be graded on the following scale:

0 - not submitted, 1-submitted, 2-submitted + adequate, 3-submitted + thorough

Rough drafts will be graded out of 10 as follows:

0 - absent, 5 - complete, 7 - complete + appropriate, 9 - thorough and well crafted

The final paper will receive a letter grade from A to F. Your final course grade will be computed on the 4.0 scale. Each letter grade signifies the following:

In an “A” paper, the writer has found something insightful and compelling to write about and has taken great care to attend to his or her language, argumentation, and form. The writer clearly introduces the relevant intellectual problem or question the paper intends to address and offers a complex, insightful and original thesis in response. The writer also deeply analyzes pertinent evidence and carefully develops cogent reasons to support and complicate the thesis. Furthermore, the writer organizes his or her ideas in well-sequenced and logically structured sections, paragraphs, and sentences, using appropriate transitions to guide readers through the argument.

“B” range paper is one that is ambitious but only partially successful, or one that achieves modest aims well. A “B” paper must contain focused ideas, but these ideas may not be particularly complex, or may not be presented or supported well at every point. It integrates sources efficiently, if not always gracefully. “B” papers come in two basic varieties: the “solid B” and the “striving B.” The solid “B” is a good, competent paper. The striving “B” may excel in certain areas, but it is sufficiently uneven to preclude it from receiving an A.

“C” papers reflect struggle in fulfilling the assignment’s goals. This kind of paper may show a fair amount of work, but it does not come together well enough to be a competent paper. A “C” range paper has significant problems articulating and presenting its central ideas, though it is usually somewhat focused and coherent. Such papers often lack clarity and use source material in inaccurate or simple ways, without significant analysis or insight.

“D” range paper fails to grapple seriously with either ideas or texts, or fails to address the expectations of the assignment. A “D” paper distinguishes itself from a failing paper by showing moments of promise, such as emerging, though not sufficiently developed or articulated ideas. “D” papers do not use sources well, though there may some effort to do so.

“F” paper does not grapple with either ideas or texts. It is often unfocused or incoherent, or may be a competently written paper that does not address the minimum expectations of the assignment.

Important note on missed classes, late work

LATE AND MISSED PAPER DRAFTS

Submitting work late and failing to submit work at all make it much harder for you to do well on your papers since you miss the opportunity to receive timely feedback that can guide your revisions.

Late drafts will receive minimal written feedback. However, you can come visit me in office hours to discuss your submissions further. Outlines and rough drafts more than 48 hours late will not be accepted. Final drafts more than a week late will not be accepted.

For late final drafts, your draft grade will be lowered by 1/3 (e.g. from a C+ to a C) after the deadline. The grade will continue to go down by a third of a letter grade every day until the paper is submitted.

All work must be submitted via GoogleClassroom by the deadlines in order to be considered “on time.” It is your responsibility to double-check that your work has indeed been submitted.

If you foresee any problems with meeting a deadline, you should be communicating it to me asap. Be reasonable with justifications for submitting late work. This will impact your final grade.

Reasonable Accommodations For Students With Disabilities

Candidates with disabilities needing academic accommodation should: 1) register with and provide documentation to the Special Services Office, Frese Hall, Room 111; 2) bring a letter indicating the need for accommodation and what type. **This should be done during the first week of class.** For more information about services available to Queens College candidates, visit <http://www.qc.cuny.edu/studentlife/services/specialserv/Pages/default.aspx>, or contact: Special Service Office; Director, Miriam Detres-Hickey, Frese Hall, Room 111; 718-997-5870 (Monday – Thursday 8:00 a.m. to 5:00 p.m. & Friday 8:00 a.m. to 4 pm.).

CUNY Policy On Academic Integrity

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion as provided at <https://www.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/academic-integrity-policy/>. Please read this document, paying careful attention to the sections on plagiarism and Internet plagiarism. If you are not sure how to cite work you have found on the internet, please review the APA Guidelines provided by the [Purdue OWL](#).

Netiquette

Please maintain a professional demeanor when posting online. You can be respectful even when you have a difference of opinion. Treat others as you'd want to be treated yourself. Don't type in all caps, as that is the online equivalent of shouting. If you need to emphasize a word or phrase, use italics.

Statement on student wellness

As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. QC services are available free of charge. You can learn more about confidential mental health services available on campus at:

<https://www.qc.cuny.edu/StudentLife/services/counseling/counseling/>

Use of Student Work

All programs in New York State undergo periodic reviews by accreditation agencies. For these purposes, samples of student work are occasionally made available to those professionals conducting the review. Anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class. Your cooperation is greatly appreciated.

Course Evaluations

During the final four weeks of the semester, you will be asked to complete an evaluation for this course by filling out an online questionnaire. Please remember to participate in these course evaluations. Your comments are highly valued, and these evaluations are an important service to fellow students and to the institution, since your responses will be pooled with those of other students and made available online, at the [Teaching Evaluations Data: Spring 2010 – Present](http://ctl.qc.cuny.edu/evaluations/data/) (<http://ctl.qc.cuny.edu/evaluations/data/>). All responses are completely anonymous; no identifying information is retained once the evaluation has been submitted.

Class Schedule

This schedule is subject to change. Students will be notified in writing of such changes.

For the most up to date information and activities, always refer to this document and the course site.

month	wk	Tue		Th		weekly assignments
Aug	1			26	intros / preview ccc #0 vids / read narrativo definition / explain HW	<input type="checkbox"/> Reread Narrativo <input type="checkbox"/> Watch CCC #1 <input type="checkbox"/> Review Online Learning Resources <input type="checkbox"/> strategy skills entry #1
Sep	2	31	"I, Rigoberta" (Ch 1-2) / RN entry #2 / "Critical Reading" (Writing Unleashed: p.86) / Assign Group projects	2	1A / "Making Choices in Writing" (Writing Unleashed p.90) / 1B	<input type="checkbox"/> Watch Menchú Documentary <input type="checkbox"/> Reading Notebook Entry #1 Watch CCC 2-4 <input type="checkbox"/> Read "Critical Reading" (86-89) Writing Unleashed & "Making Choices in Writing" by Jessie Szalay (90-93) Writing Unleashed <input type="checkbox"/> Strategies & skills entry #2 <input type="checkbox"/> 1A <input type="checkbox"/> 1B
	3			9	Group Presentations: Zitkala-Sa	<input type="checkbox"/> By group: Impressions of an Indian Childhood , The School Days of an Indian Girl & An Indian Teacher Among Indians by zitkala-ša. <input type="checkbox"/> Reading Entry #2
	4	14	1C / Controversy Presentation			<input type="checkbox"/> By group: Amanda Montell Interview [20:36-53:24 ONLY] by Gaby Dunn & Allison Raskin / The "Ebonics Controversy" by Sarah Marshall and Michael Hobbs / "The Minority You've Never Heard Of" by Zoe Bee & "Why We Stopped Teaching Children How to Read" by John McWhorter / American Tongues . Dir. Andrew Kolker, Louis Alvarez <input type="checkbox"/> Reading Entry #3 <input type="checkbox"/> 1C
	5	21	3A Developing a Research Question	23	1D Revision/ Editing <input type="checkbox"/> Watch CCC 5-7	<input type="checkbox"/> Chapter 1: Research Questions from Choosing & Using Sources / Chapter 12: Writing to Inquire: The Research Process from Write What Matters

						<p>/ Chapter 3: Develop your Search Strategy from Doing Research</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strategies & Skills Notebook Entry#3 <input type="checkbox"/> 3A <input type="checkbox"/> 1D
	6	28	Understand Lens / Practice, assign 2A	30	Read Rohter & Stoll / Discuss crit thinking <input type="checkbox"/> CCC 8-10	<ul style="list-style-type: none"> <input type="checkbox"/> 2A <input type="checkbox"/> "Tarnished Laureate" by Larry Rohter <input type="checkbox"/> "Stoll: 'I Don't Seek to Destroy Menchu'" Interview by Dina Fernandez García from "The Rigoberta Menchu Controversy" edited by Arturo Arias <input type="checkbox"/> Strategies & Skills Notebook Entry #4 <input type="checkbox"/> Reading Notebook Entry #4
Oct	7	5	More rhetoric / Read Interviews	7	Controversy Read	<ul style="list-style-type: none"> <input type="checkbox"/> Watch CCC 11/12 <input type="checkbox"/> "Language Matters by Chris Blankenship and Justin Jory" (Rhetoric) (94-102) / "Argument, The Overview" (4-23) from Writing Unleashed: Argument <input type="checkbox"/> Strategies & Skills Notebook Entry #5 <input type="checkbox"/> "Arturo Taracena Breaks His Silence" & "Rigoberta Menchu Those Who Attack Me Humiliate the Victims" from The Rigoberta Menchu Controversy <input type="checkbox"/> Reading Notebook Entry #5
	8	12	Subaltern/ Lens 1	14	Lens 2 / 2B	<ul style="list-style-type: none"> <input type="checkbox"/> "On Spivak's essay 'Can the Subaltern Speak?'" by Dr. Mrinalini Sebastian <input type="checkbox"/> "The Making of Rigoberta Menchú: Testimonio and Self-Fashioning" by Alice Brittin <input type="checkbox"/> Reading Notebook Entry #6 <input type="checkbox"/> "Author Authoring Ethnicized Subjects" by Arturo Arias <input type="checkbox"/> Reading Notebook Entry #7 <input type="checkbox"/> 2B
	9	19	Search Sources /	21	3B	<ul style="list-style-type: none"> <input type="checkbox"/> Watch CCC 13/14

			Context		Planning (Part 1): Sources Search, Select	<input type="checkbox"/> Chapter 4: Evaluate your Sources from Doing Research <input type="checkbox"/> Chapter 10: Writing Tips [Incorporating Sources] & Chapter 13: Roles of Research Sources from Choosing & Using Sources <input type="checkbox"/> S&S #6 <input type="checkbox"/> 3B
	10	26	Lens Readings / literacy Narrative	28	2C / Apply lens	<input type="checkbox"/> "Personal Literacy and Academic Learning" by Marlena Stanford (103-105) from Writing Unleashed: Argument <input type="checkbox"/> " Proposing a New Research Method: Convivencia Testi Quintero and Cindy Peña <input type="checkbox"/> " The literacy myth: literacy, education and demography " by Harvey J. Graff <input type="checkbox"/> #8 Reading Notebook Entry (New Lens Study)
Nov	11	2	Logic Review:	4	3B Planning (Part 2): Summarize	<input type="checkbox"/> CCC 15/16 <input type="checkbox"/> Logical Fallacies (48-50) from Writing Unleashed: Argument <input type="checkbox"/> S&S #7 <input type="checkbox"/> 3B
	12	9	3C drafting: outlining & Composing	11	Revision: 2D Lens Revising	<input type="checkbox"/> 3C <input type="checkbox"/> 2D
	13	16	3D Research Revising	18	1E Testimonio editing	<input type="checkbox"/> 3D <input type="checkbox"/> Chapter 15: APA and MLA Documentation and Formatting & Chapter 16-19: Writing Basics from Write What Matters <input type="checkbox"/> S&S #8 <input type="checkbox"/> 1E

	14	23	2E Lens editing			<input type="checkbox"/> 2E
Dec	15	30	3E Editing (part 1): writing	2	3E Editing (part 2): formatting	<input type="checkbox"/> 3E
	16	7	Portfolio Day	9	<i>buffer</i>	
	17	14	Reading Day	16	<input type="checkbox"/> Final Portfolio Due!	

	Paper 1: <u>Testimonio</u>	Paper 2: <u>Lens Analysis</u>	Paper 3: <u>Research Paper</u>
Invention	1A	2A	3A
Planning	1B	2B	3B
Drafting	1C	2C	3C
Revising	1D	2D	3D
Editing	1E	2E	3E

Skills & Strategies Notebook

ENGL 110-FALL 2021

Name:

no_reply@example.com

Entry	Reading	Prompt
<input type="checkbox"/> #1	0. Composition Preview 1. The Writing Process Online Learning Resources <ul style="list-style-type: none">Lesson 1: Digital Citizenship / Lesson 2: Time Management / Lesson 3: Online Learning Tools / Lesson 4: Evaluating Sources / Lesson 5: Personal Online Safety	
<input type="checkbox"/> #2	2. Invention and the Writing Process 3. How to Plan Your Writing Project? 4. What is Drafting? "Critical Reading" by Jessie Szalay (86-89) from Writing Unleashed: Argument "Making Choices in Writing" by Jessie Szalay (90-93) from Writing Unleashed: Argument	
<input type="checkbox"/> #3	5. How to Revise? 6. What is Editing? 7. Citations and Quotes Chapter 1: Research Questions from Choosing & Using Sources Chapter 12: Writing to Inquire: The Research Process from Write What Matters Chapter 3: Develop your Search Strategy from Doing Research	
<input type="checkbox"/> #4	8. Critical Thinking and Arguing 9. Rhetoric and Persuasive Writing 10. Evaluating Arguments	

<input type="checkbox"/> #5	11. What Is Rhetoric? 12. Connecting With an Audience Language Matters by Chris Blankenship and Justin Jory (Rhetoric) (94-102) from Writing Unleashed: Argument Argument, The Overview (4-23) from Writing Unleashed: Argument	
<input type="checkbox"/> #6	13. When and Where? (Context Part 1) 14. Remediation! (Context Part 2) Chapter 4: Evaluate your Sources from Doing Research Chapter 10: Writing Tips [Incorporating Sources] from Choosing & Using Sources Chapter 13: Roles of Research Sources from Choosing & Using Sources	
<input type="checkbox"/> #7	15. Purpose and Rhetorical Appeals 16. Presentation and Persuasion in Writing Logical Fallacies (48-50) from Writing Unleashed: Argument	
<input type="checkbox"/> #8	Chapter 15: APA and MLA Documentation and Formatting from Write What Matters Chapter 16-19: Writing Basics from Write What Matters	

Skills & Strategies Notebook

ENGL 110-FALL 2021

Name:

no_reply@example.com

Entry	Reading	Prompt
<input type="checkbox"/> #1 (Menchu)	Rigoberta Menchu: Daughter of the Maya (2016) dir. Gifford Engle I, Rigoberta Menchu: An Indian Woman in Guatemala (Ch. 1-2) by Rigoberta Menchu & Elisabeth Burgos-Debray	
<input type="checkbox"/> #2 (zitkala-ša)	group presentation notes & reflection: Impressions of an Indian Childhood , The School Days of an Indian Girl & An Indian Teacher Among Indians from <i>American Indian Stories</i> by zitkala-ša	
<input type="checkbox"/> #3 (Controversy Presentations Reflection)	group presentation notes & reflection: > Amanda Montell Interview [20:36-53:24 ONLY] by Gaby Dunn & Allison Raskin (32:48) > The “Ebonics Controversy” by Sarah Marshall and Michael Hobbs (1:01:00) > “The Minority You’ve Never Heard Of” by Zoe Bee (20:18) & “Why We Stopped Teaching Children How to Read” by John McWhorter (32:41) > American Tongues . Dir. Andrew Kolker, Louis Alvarez (56:00)	
<input type="checkbox"/> #4 (Tarnished Laureate & Stoll)	“Tarnished Laureate” by Larry Rohter “The Rigoberta Menchu Controversy” edited by Arturo Arias <ul style="list-style-type: none"> • “Stoll: ‘I Don’t Seek to Destroy Menchu’” Interview by Dina Fernandez García (in Aria) 	
<input type="checkbox"/> #5	<ul style="list-style-type: none"> • “Arturo Taracena Breaks His Silence” Interview by Luis Aceituno 	

(The Rigoberta Controversy)	<ul style="list-style-type: none"> • “Rigoberta Menchu Those Who Attack Me Humiliate the Victims” Interview by Juan Jesus Aznarez 	
<input type="checkbox"/> #6 (Identity Lens Study)	<p>"On Spivak's essay 'Can the Subaltern Speak?'" by Dr. Mrinalini Sebastian</p> <p>"The Making of Rigoberta Menchú: Testimonio and Self-Fashioning" by Alice Brittin</p>	
<input type="checkbox"/> #7 (Subaltern Lens Analysis)	<p>"Author Authoring Ethnicized Subjects" by Arturo Arias</p>	
<input type="checkbox"/> #8 (New Lens Evaluation)	<p>"Proposing a New Research Method: Convivencia Testimonial" by Jessica M. Quintero and Cindy Peña</p> <p>"The literacy myth: literacy, education and demography" by Harvey J. Graff</p>	