Native Writing and Rhetorics Final Project

There will be handouts available to explain writing a proposal, abstract, annotated bibliography, and literature review. I will provide some examples for you to review before you decide on your own topic. You have a *choice* from these options, but you must meet with me to get approval of your project:

1. A fifteen-minute conference presentation that explores some aspect of Native Writing and Rhetorics as you have come to understand these and as drawn upon through scholarly research. Because you are preparing conference presentation, this option requires that you include the following:
	* A 200-250 word conference proposal (ideally for a future conference such as the BSU symposium)
	* A 150-200 word abstract to be included with your paper
	* A literature/materials review or annotated bibliography using primary and secondary sources (3-5 pages)
	* A written conference paper (10-12 pages) which would be read/orated along with visuals or tactiles (see next)
	* Visuals: PPT , overheads, handouts, digital, visual or material rhetorics which will be presented with your paper
2. Create a teaching unit on Native Rhetorics. Include the following:
* A 200-250 word proposal
* A cover letter which offers a description of the teaching unit. Include the institutional and curricular contexts and a review of the components (literature review, material review, etc). (3-5 pages)
	+ Weekly schedule with descriptions of the focus and approaches used
	+ Assignments and activities as written for the students
	+ List of materials needed/provided
	+ Assessment tool

Proposal Guide:

The proposal for your paper should include the area of focus for your argument on education. You should also make an attempt at creating a claim for your argument (e.g. Education in public colleges is far more affordable than private schools and provides just as rigorous curricula because….). You should include at least one-two questions which help you think about your subject and provide at least 4 possible sources. Discuss how these sources may be helpful.

Sample:

“You’re Not the Indian I had in Mind”

Simon Ortiz writes, “You *must* tell a story. That’s the way I think it’s possible for life to have meaning and for it to continue. That’s how we have to maintain ourselves. ...The story may be old, but you have to make it new in order for it to be useful in now, in order for it to be healthy and useful in today’s terms.” In my FYW curricula, I use a pedagogy of storytelling. This pedagogy developed first out of my own ways of knowing through story and out of how we use language—the power of words. Ideas of language and story make sense of my world. We create our world through language, and that world is interpreted through story. In class we read stories and look at them against other stories. We work together to provide interpretations for these stories, always trying to understand our assumptions. These “stories are not simply representational; as representations they reveal the nature of interpretive acts” (Sarris 156). In my most recent course, we read Thomas King’s *The Truth about Stories,* and students wrote about how stories have shaped their worlds. In addition, they produced digital stories in which they focused on a social justice issue, and used their knowledge of story to present that issue to an audience. This presentation will provide ways to think about and use storytelling in the classroom.