



**EASTERN OREGON UNIVERSITY**  
**ONLINE/ONSITE COURSE SYLLABUS**  
**ENGL 310 La Grande**  
**Summer Term 2009**

Check back regularly for possible updates

Syllabus Updated: **May 8, 2009**

## HOW TO BEGIN YOUR COURSE

If you are new to online courses, visit the EOU web site at: [http://www.eou.edu/advising/how\\_to\\_start.html](http://www.eou.edu/advising/how_to_start.html) for information on how to get started. Be sure to note the [Dates and Deadlines](#) for this term.

## EXAMS

If your course requires exams, first verify with your syllabus

1. whether a proctor is required for exams and
2. if the exams will be hard copy or in the on-line format

and then order the exams by logging in at <http://www.ous.edu/webster/>

## BLACKBOARD

Most online courses use the Blackboard course management system. However, a specific course may not appear in your list of courses within Blackboard until the first day of the term. Please read the entire syllabus for course delivery information. **IF** the course uses Blackboard **and** you do not see it in your list of courses after the start of the term, contact your instructor for details. For more information about Blackboard, see the Welcome document at <http://www.eou.edu/dde/webadv/BBinstruct.pdf>

## TURN IN ASSIGNMENTS

Please read your syllabus carefully for assignment requirements. *For most courses which use Blackboard, assignments are submitted in Blackboard.* If you are to mail or fax your assignments to EOU, attach an Assignment Coversheet to each assignment. Assignment coversheets can be found at: [http://www.eou.edu/advising/documents/coversheet\\_assignment.pdf](http://www.eou.edu/advising/documents/coversheet_assignment.pdf). You can track the status of these assignments and exams at: <http://www.eou.edu/advising/assign.html>. If you are to submit your assignments electronically, enter the subject line of your email as: [Your last name], [Course Prefix / Number], [brief description of assignment] and put your full name and course name on the first page of each attachment.

## ADDITIONAL INFORMATION

**Federal Financial Aid:** Students who are receiving **federal financial aid** must complete this course in one term. Further financial aid information can be found at: <http://www.eou.edu/dde/webadv/finaid.html>

**EOU E-Mail Account:** EOU policy **REQUIRES** students to have access to their EOU email account for all electronic academic correspondence from EOU to students. Follow the [steps to access your e-mail account](#).

**Student Code of Conduct:** <http://www.eou.edu/saffairs/handbook/condct.html>

**Computer & Telecommunications Acceptable Use Policy:** <http://www.eou.edu/comp/aup.html>

**Learning Disabilities:** If you have a documented disability or suspect that you have a learning problem, please contact the Disability Services Office at 541-962-3081 or e-mail Pat Arnson [parnson@eou.edu](mailto:parnson@eou.edu).

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### Questions:

Syllabi:

Blackboard:

Online & Hard Copy Exams:

**Contact Your Instructor**

<http://d2.parature.com/ics/support/default.asp?deptID=4330> 1-866-517-3593

Travis Paulson, [tpaulson@eou.edu](mailto:tpaulson@eou.edu) 1-800-544-2195 x 8

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EASTERN OREGON UNIVERSITY  
College of Arts and Sciences  
Course Syllabus

<b>Course #</b>	ENGL 310
<b>Name of Course</b>	Regional Authors Workshop
<b>Catalog Descr.</b>	Topics designed to meet current needs of students.
<b>Credit Hours</b>	2
<b>Instructor</b>	Nancy Knowles, Loso Hall 146, 541-962-3795, fax 541-962-3596, <a href="mailto:nknowles@eou.edu">nknowles@eou.edu</a> ; Department of English/Writing, Eastern Oregon University, One University Boulevard, La Grande, OR 97850; office hours by appointment
<b>Time and Place</b>	Baker City July 31-Aug. 1 OR La Grande Aug. 14-15; plus online work before and after
<b>Required Books</b>	<ul style="list-style-type: none"><li>• Lesley, Craig. <i>Winterkill</i>. New York: Picador, 1984. 978-0-312-15244-4. <u>OR</u></li><li>• Gloss, Molly. <i>The Jump-Off Creek</i>. New York: Mariner, 1989. 978-0-618-56587-0.</li><li>• Venn, George. <i>Off the Main Road</i>. Portland: Prescott St. Press, 1978.</li><li>• <i>basalt</i></li><li>• <i>Oregon East</i></li><li>• course packet</li><li>• two self-selected books from the recommended list</li></ul>
<b>Prerequisites</b>	ENGL 206 or 207, and one British or American survey course. Student must have at least junior standing to register for this course.

In celebration of Oregon's 150th birthday, join fellow readers to discuss literature written by Eastern Oregonians! This two-credit course will include a novel and a selection of short stories, poetry, and nonfiction. Participants will discuss readings in an online forum prior to the weekend, join their classmates in Baker City or La Grande for in-person discussion and activities (and maybe meet an author or two!), and demonstrate their learning by writing an analytical paper, a creative project, or a lesson plan related to literature covered in the course. This course can be taken at the 100-level (including college-ready high school students and community members), at the 300-level for English majors, or at the 500- or 700-level for teachers.

English majors may be able to use this course as an upper-division elective.

**Learning Outcomes (Upon completion of this course, students will be able to...):**

1. Read regional literature critically (question, interpret, analyze, synthesize, and evaluate)
2. Identify literary techniques and analyze their effects within and among works
3. Interpret textual evidence to support claims made about technique
4. Employ literary theory to identify one's approach to literature and understand other approaches
5. Situate regional literature in its socio-historical and biographical context
6. Create reading communities
7. Evaluate and produce effective interpretation
8. Perform scholarly research

## **Definitions and Rationale:**

*Texts:* Texts are any literature we analyze.

*Reading:* Reading is a process by which we enter into the lives of characters and gain pleasure from the artistic or aesthetic arrangement of details. Through entering into the lives of characters, we learn to think outside the confines of our lived experience, to understand other people and cultures, to value individual and ordinary experiences, to imagine better futures and long for justice (Pontusco and Thornton 65), and to better understand ourselves (Felski 7). While gaining pleasure from the artistic or aesthetic arrangement of detail, we learn to think artistically, beyond the boundaries of logic, to grasp meaning intuitively and extend it imaginatively. This kind of thinking grounds major discoveries that extend understanding beyond the known and into the unknown. Practicing reading therefore helps develop not only comprehension but also compassion, cultural awareness, ethics, self-understanding, and imaginative thinking, all skills valuable to our own quality of life and in families, college, the workplace, and the community.

*Literary Interpretation:* This course focuses on interpretation where we make meaning from literature. Making meaning demands critical thinking strategies that range from simple tasks such as demonstrating knowledge of literary terms and comprehension of textual content to more complex tasks such as applying theory to literature, analyzing texts for patterns and meanings, synthesizing information from various sources to draw new conclusions, and evaluating texts, theories, and interpretations. Like reading, interpretive skills improve lived experience and ground success in college and the workplace by providing practice in identifying key concepts and in interpreting the texts surrounding us.

*Blackboard Work:* The use of the Blackboard discussion board in this class emulates in-class discussion where we actively practice literary interpretation. This medium values the ideas of all participants and encourages us to rely on one another to develop our understanding.

*Scholarship:* Professional literature study results in published thesis-driven academic papers supported by exhaustive research. To get a taste of the work professionals do, we will write short literary analyses, read published scholarly interpretations and theory and learn to summarize them, complete a research assignment, and produce a project, all of which approximate the kind of writing literature scholars perform.

## **Course Requirements:**

*Blackboard:* This course employs a Blackboard discussion board for posting work prior to and following the weekend meeting.

*EOU Email:* If you have not used your EOU email before, please set it up in Webster: <http://www.ous.edu/webster/>. If you would like assistance in redirecting mail from your EOU email account to the account you regularly use, please contact the EOU Computer Help Desk: [http://www.eou.edu/it/student/help\\_desk.html](http://www.eou.edu/it/student/help_desk.html).

*Carnegie System:* Every credit earned requires 30 hours of work, which means this course should take 60 hours, including in-class meetings.

*Attendance:* Attendance is required at one of the weekend meetings.

*Participation:* Participation is required. I value all constructive, thoughtful contributions and do not expect perfection. Those who cannot treat others respectfully will be asked to leave class and/or lose discussion board privileges. Repeated problems will result in disciplinary action.

*Reading:* Read as assigned in the schedule.

*Upper-Division Writing:* Literary scholars produce written interpretation, usually in thesis-driven, academic-paper format. Prior to the weekend meeting, we will produce five 250-word responses to the literature, at least one of two 500-word essays, and a preliminary draft of the “Sense of Place” project. The project will involve a draft on which participants will provide feedback as a means of learning to better understand academic writing. The project will be revised following the weekend meeting. I accept additional assignment revisions. Revision grades, if higher, will replace initial grades, but revision does not guarantee higher grades. Keep copies of all your work until you receive your official course grade.

*Information Literacy:* Participants will demonstrate the ability to identify and read scholarly source materials (texts that have been written and reviewed by experts in the field). Participants will then integrate these materials ethically into their own writing by correctly paraphrasing, quoting, and citing and accurately analyzing source materials. So that I can see how you are using source materials, I need access to them. Copies of source materials (all pages used, whether for ideas or wording) must be submitted before grading and can be mailed, submitted electronically, delivered to my mailbox, or faxed to me at 541-962-3596.

*Extra Credit:* Up to five points of extra credit will be awarded for attending literary events during the summer, particularly literary events associated with the Crossing the Blues: La Grande Summer Festival Saturday, August 22.

**Grading Policies and Means of Assessment:**

	%	Instructions	Outcome Assessed
Participation	25	Participate actively in whole-class discussion	1-6
Five 250-Word Postings	20	Post on the discussion board	1-7
Two 500-Word Essays	25	Post on the discussion board	1-7
Annotated Works Cited	5	Complete one summary during the weekend meeting and the remainder while completing the project	8
“Sense of Place” Project	25	Develop a project that combines reflection on Eastern Oregon with literary analysis	1-8
Total:	100		

A 92-100, A- 90-91, B+ 88-89, B 82-87, B- 80-81, C+ 78-79, C 72-77, C- 70-71, D+ 68-69, D 62-67, D- 60-61, F 59 and below

Passing the course requires attendance at one weekend meeting and completing the essays, annotated works cited, and project.

**Brief Outline of Course:**

*Prior to the weekend meeting:* complete assigned reading and writing, participate on discussion board

*Weekend meeting:* lecture and discussion, open mic, small group activities, project planning  
*Following the meeting:* complete scholarly research, revise project, post draft on discussion board, provide feedback to others, complete annotated works cited, submit final draft

**Statement on Academic Misconduct:** Eastern Oregon University places a high value upon the integrity of its student scholars. Any student found guilty of an act of academic misconduct (including, but not limited to, cheating, plagiarism, or theft of an examination or supplies) may be subject to having his or her grade reduced in the course in question, being placed on program or suspended from the university, or being expelled from the university--or a combination of these. Please see Student Handbook at: <http://www.eou.edu/saffairs/handbook/honest.html>

Avoid cheating by submitting your own work. If you submitted the same work in another course, submitting it in ENGL 310 requires permission from me and the previous instructor, and the work must be revised to suit ENGL 310 course outcomes and assignments.

Avoid plagiarism by using MLA citation format to cite all ideas and words belonging to others.

1. Separate your wording from the other writer's by
  - a. QUOTING: putting quotation marks around wording that comes word-for-word from the original (quotes must be exact wording), and
  - b. PARAPHRASING: changing ALL wording and the WHOLE sentence structure for paraphrased passages that do not come word-for-word from the original.
2. Follow all information, BOTH quoting and paraphrasing, with an in-text citation in MLA format like (Smith 45) and append a works cited page in MLA format to the document.
3. Discuss all the research information to indicate why it is important to your argument (so what?). Your writing should significantly exceed the quantity of cited information and build new ideas on it.

Please see the following website for MLA format: <http://www.ccc.commnet.edu/mla/index.shtml>

ENGL 310 is a safe place to make mistakes. If I see cheating or plagiarism, I will assume you got scared, didn't have time, or didn't know better, and I will require a revision. However, failure to revise to meet my requirements will result in a zero for the assignment, which may result in course failure due to missing an assignment. I report documented cheating and intentional plagiarism to Student Affairs, which may go on your permanent record and/or affect your enrollment status.

**Statement on Americans with Disabilities:** If you have a documented disability or suspect that you have a learning problem and need accommodations, please contact the Disability Services Program in Loso Hall 234. Telephone: 541-962-3081.

### **Assignments:**

*Five 250-Word Postings:* Write a minimum of 250 words on the text assigned by indicating what interests you about it, quoting a passage, and commenting on the wording of the passage. Response based on personal experience is fine. Please include in-text citations for readings like this (Author 22) so that others can locate the pages on which you found the information. No works cited is required. Responses should include your name, course, and date at the top, be double-spaced, and employ a 12-point font and 1" or 1.25" margins. Responses earn 4 points each.

*Responses to 250-Word Postings:* Make at least ten substantive responses total to the 250-word postings. "Substantive" responses connect an idea from a previous posting to another quote from our assigned readings and analysis of it. Discussion may also interpret, analyze, synthesize, evaluate, and

make connections to one's personal experience and/or current events. Please include in-text citations for readings like this (Author 22) so that others can locate the pages on which you found the information. No works cited is required. Responses are part of participation credit. Just saying "Good idea" or "I agree" is not "substantive" and will not earn credit.

*Two 500-Word Essays:* Write two minimum 500-word essays, each with an introduction, one or more body paragraphs, and a conclusion. These may be based on the 250-word responses. Essays should include your name, course, and date at the top, be double-spaced, and employ a 12-point font and 1" or 1.25" margins. They should have the following features:

- The thesis should appear in the introduction and make a claim about something that interests you about the text(s) (2.5 points)
- The structure should employ logically ordered, single-topic paragraphs and transitions (2.5 points)
- The analysis should present evidence from the text by quoting one passage per body paragraph (2.5 points)
- The analysis should discuss the wording of the quoted passages, why the quotes are important, and how they support your claim (2.5 points)
- Include in-text references and a works cited in MLA format (2.5 points)

*Propose "Sense of Place" Project:* Submit a paragraph summarizing your plans for the "Sense of Place" project. Include a clear argument about what you see as important in this literature.

*Annotated Works Cited:* Demonstrate scholarly research skills by preparing a works cited in MLA format including a minimum of three scholarly sources related to the "Sense of Place" Project. Scholarly sources are peer-reviewed journal articles and books. One may come from the summary activity completed during the weekend meeting. At least one should be a journal article located through the MLA Bibliography. Internet sites may be used in the project only with permission and will not count toward the three sources for this assignment. Each works cited entry should be followed by a paragraph summary of the source indicating the source's argument (e.g. Smith argues that...), the evidence employed to support that argument, the purpose and audience, and the way you envision the source will be useful to your project. Submit copies of relevant pages from source materials not provided in class or available in full-text online.

*"Sense of Place" Project:* Develop a project that demonstrates your understanding of the literature of Eastern Oregon. This project must make a clear argument regarding what you see as important in this literature, and it must employ at least one academic essay with the 500-word essay expectations for thesis, structure, analysis, citation, and format. Options:

- Write an academic paper of at least five pages (1250-word) that addresses two or more of the works studied. This essay can extend previous course writings but must add significantly to them.
- Produce creative writing (a short story, a set of poems, creative non-fiction, a one-act play or screenplay, or other) related to Eastern Oregon, and write an academic paper of at least two pages (500 words) that situates your work in the context of two or more of the works studied.
- Produce a multigenre project (consider photography, video, web page, dance, acting, music, and/or 2- or 3-D art) related to Eastern Oregon, and write an academic paper of at least two pages (500 words) that situates your work in the context of two or more of the works studied.
- Write a lesson plan that addresses the literature studied. The lesson plan should include readings, materials, schedule, activities, and connection to any Oregon standards and/or

building or district curriculum initiatives. In addition, write an academic paper of at least two pages (500 words) that provides the rationale for the lesson and situates it in the context of this course and the research performed for the annotated works cited.

- Produce a collaborative project, the length and requirements of which are multiplied by the number of participants. Each participant will write an academic paper of at least two pages (500 words) that situates his or her contribution to the project in the context of two or more of the works studied. Groups must demonstrate work is shared equally.

**Requirements:**

- Meet expectations for academic writing and for the assignment as outlined in the assignment rubric.
- Refer to at least three scholarly sources included in the Annotated Works Cited assignment, properly quoting or paraphrasing from them.
- Post a rough draft to the discussion board. Any non-print documents must be reproduced for sharing online.
- Respond to at least two other drafts using the assignment rubric.
- Revise between the rough draft and the final draft.
- Include a works cited in MLA format.
- Submit copies of any secondary materials beyond those provided in the course or available in full-text online.

*Response to the Project:* Use the assignment rubric to provide feedback to peer drafts. “Good job” only responses will not count. Please feel free to say “Good job,” but also please analyze the document in terms of how it meets the rubric criteria. This feedback is intended not only to assist other participants but to enhance your own ability to meet course expectations.

Schedule

<b>Week</b>	<b>Assignments Due</b>
Week 1 6/22-28	<u>Due by Friday, June 26</u> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read Week 1: Course Introduction and Instructions</li> <li><input type="checkbox"/> Exercise 1: Self Introduction and replies</li> <li><input type="checkbox"/> Read Week 1: Fiction</li> <li><input type="checkbox"/> Read half of Lesley or Gloss</li> </ul>
Week 2 6/29-7/5	<u>Due by Friday, July 3</u> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete Lesley or Gloss</li> <li><input type="checkbox"/> Read Week 2: Writing Informally about Literature</li> <li><input type="checkbox"/> Make 250-word post</li> </ul>
Week 3 7/6-12	<u>Due by Monday, July 6</u> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reply to two postings</li> </ul> <u>Due by Friday, July 10</u> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read Week 3: Poetry</li> <li><input type="checkbox"/> Read Venn</li> <li><input type="checkbox"/> Make 250-word post</li> </ul>

<p>Week 4 7/13-19</p>	<p><u>Due by Monday, July 13</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reply to two postings</li> </ul> <p><u>Due by Friday, July 17</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read <i>basalt, Oregon East</i>, and course pack</li> <li><input type="checkbox"/> Make 250-word post</li> </ul>
<p>Week 5 7/20-26</p>	<p><u>Due by Monday, July 20</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reply to two postings</li> </ul> <p><u>Due by Friday, July 24</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read Week 3: Writing Formally about Literature</li> <li><input type="checkbox"/> Submit first 500-word essay</li> <li><input type="checkbox"/> Read half of first self-selected text</li> </ul>
<p>Week 6 7/27-8/2</p>	<p><u>Due by Wednesday, July 29</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete first self-selected text</li> <li><input type="checkbox"/> Make 250-word post</li> </ul>
<p><u>Meetings</u></p>	<p><u>Attend Baker City meeting July 31-Aug. 1 (Week 6)</u>  <del><b>OR</b></del>  <u>La Grande meeting Aug. 14-15 (Week 8)</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> participate in group discussions</li> <li><input type="checkbox"/> participate in open mic</li> <li><input type="checkbox"/> plan “Sense of Place” project incl. secondary research (summary, plan, proposal)</li> </ul>
<p>Week 7 8/3-9</p>	<p><u>Due by Friday, August 7</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read half of second self-selected book</li> <li><input type="checkbox"/> Respond to two other postings regarding self-selected books</li> </ul>
<p>Week 8 8/10-16</p>	<p><u>Due by Wednesday, August 12</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete second self-selected book</li> <li><input type="checkbox"/> Make 250-word post</li> </ul> <p><u>Due by Friday, August 14</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Submit second 500-word essay</li> <li><input type="checkbox"/> Respond to two other postings regarding self-selected books</li> </ul>
<p>Week 9 8/17-24</p>	<p><u>Due by Wednesday, August 19</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Post rough draft of AWC</li> </ul> <p><u>Due by Friday, August 21</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Respond formally to two AWC drafts</li> </ul>
<p>Week 10 8/25-31</p>	<p><u>Due by Monday, August 25</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Submit second draft of AWC</li> <li><input type="checkbox"/> Send copies of sources</li> <li><input type="checkbox"/> Post rough draft of “Sense of Place” Project</li> </ul> <p><u>Due by Wednesday, August 27</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Respond formally to two Project drafts</li> </ul>

Due by Monday, August 31

- Submit second draft of Project
- Send copies of any additional sources
- Submit any revisions
- Complete online course evaluations

**Works Cited**

Felski, Rita. "Remember the Reader." *Chronicle Review* 55.7 (19 Dec. 2008): 7.

Pontuso, James F. and Saranna R. Thornton. "Is Outcomes Assessment Hurting Higher Education?"  
*Thought & Action* (Fall 2008): 61-69.

Syllabus prepared by Nancy Knowles. Revision date: 6 May 2009

Recommended Readings List  
Eastern Oregon Authors

Contact information is included for self-published and small-press books.

- Attebury, Nancy Garhan. *Gloria Steinem: Champion of Women's Rights*. Point Books, 2006.
- Axelrod, David. *The Cartographer's Melancholy*. [poetry] Eastern Washington UP, 2005.
- . *Troubled Intimacies: A Life in the Interior West*. Corvallis: Oregon State UP, 2004.
- Beers, Shaindel. *A Brief History of Time*. [poetry] Cambridge, UK: Salt, 2009.
- Brand, R. *With Charon: Laughing to Beat the Band*. [poetry] Elgin, OR: Dry Side P, 2006.  
ron.brand@gmail.com.
- Button, C. F. *Cow Cookies*. [mystery] Baker City, OR: Snakeweed P, 2004.  
<http://www.snakeweedpress.com/>
- . *Coyote Staircase*. [mystery] Baker City, OR: Snakeweed P, 2007.  
<http://www.snakeweedpress.com/>
- . *Quicksand Plot*. [mystery] Baker City, OR: Snakeweed P, 2005. <http://www.snakeweedpress.com/>
- Carter, Glenda M. *Sacred Shadow, Sacred Ground: A Vietnam War Widow's Journey through Unresolved Grief*. North Powder, OR: Two Rainbows.  
<http://www.tworainbowspublishing.com/>
- Dielman, Eloise [Baker County Friends of the Library]. *Historic Baker City*. Arcadia, 2002.
- Dreschner, Whit. *Burning the Iceberg*. Eddie Tern P, 1991.  
<http://www.whitdeschner.com/eddieter.html>
- . *Travels with a Kayak*. Eddie Tern P, 1997. <http://www.whitdeschner.com/eddieter.html>
- Jones, Kerry A. *Cast in Stone*. [romance] Baker City, OR: Black Lyon Publishing, LLC.  
<http://www.blacklyonpublishing.com/>
- . *Loved Enough*. [romance] Baker City, OR: Black Lyon Publishing, LLC.  
<http://www.blacklyonpublishing.com/>
- . *Orion in the Winter Sky*. [romance] Baker City, OR: Black Lyon Publishing, LLC.  
<http://www.blacklyonpublishing.com/>
- . *The Stone's Release*. [sequel to *Cast*; romance] Baker City, OR: Black Lyon Publishing, LLC.  
<http://www.blacklyonpublishing.com/>
- Knotts, Joe. *The Case of the Stolen Twins*. [juvenile] Lulu, 2007.  
<http://www.lulu.com/content/1058155>
- . *The Mystery of the Small Tower*. [juvenile] Lulu, 2007. <http://www.lulu.com/content/631135>
- Mack, Richard W. *Against a Western Sky*. La Grande: Wind Whistle P, 2005.  
<http://www.rmack.wgeo.org/index.html>
- . *Quail Song*. [western/romance] La Grande: Wind Whistle P, 2007.  
<http://www.rmack.wgeo.org/index.html>
- . *Reflections in a Western River: Poems and Essays*. La Grande: Wind Whistle P, 2005.  
<http://www.rmack.wgeo.org/index.html>
- Madden, Thomas. *Lessons for Custer: Poems*. La Grande: Word Craft of Oregon, LLC, 2006.  
<http://www.wordcraftoforegon.com/>
- Marlow, Roberta. *The Copperfield Affair*. [historical romance] Xlibris, 2007.  
<http://geocities.com/copperfieldaffair/>
- McNeill, Charlie (Chuck Buchanan). *Complications*. [western] Durkee, OR: Sisley Creek P.  
<http://home.sisleycreekpress.com/Sisley-Creek-Press>
- . *Tyler's Law*. [western] Durkee, OR: Sisley Creek P. <http://home.sisleycreekpress.com/Sisley-Creek-Press>
- Memmott, David. *Giving It Away: Poems*. La Grande: Word Craft of Oregon, LLC, 2009.  
<http://www.wordcraftoforegon.com/>

- . *Prime Time*. [science fiction] La Grande: Word Craft of Oregon, LLC, 2007.  
<http://www.wordcraftoforegon.com/>
- Merrill, Jo. *Woodspurge*. [poetry] John Day, OR: Homeostasis P. <http://www.homeostasispress.com/>
- Merrill, Ted. *I Only Dress the Wounds*. John Day, OR: Homeostasis P.  
<http://www.homeostasispress.com/>
- . *Wisdom of the Tools*. [non-fiction] John Day, OR: Homeostasis P.  
<http://www.homeostasispress.com/>
- Merrill, Ted and Bill Merrill. *River Runts*. [memoir] John Day, OR. Homeostasis P.  
<http://www.homeostasispress.com/>
- Nogha, Misha. *Magpies and Tigers*. La Grande: Word Craft of Oregon, LLC, 2007.  
<http://www.wordcraftoforegon.com/>
- . *Red Spider White Web*. La Grande: Word Craft of Oregon, LLC, 1999.  
<http://www.wordcraftoforegon.com/>
- Schoeningh, Debby. *The Horseless Rancher*. Haines, OR. The Country Side Press.  
<http://thecountrysidepress.com/>
- . *Tails from the Country Side*. Haines, OR. The Country Side Press. <http://thecountrysidepress.com/>
- Schumacher, Matt. *Spilling the Moon*. [poetry] La Grande: Word Craft of Oregon, LLC, 2008.  
<http://www.wordcraftoforegon.com/>
- Skovlin, Jon M. and Donna McDaniel Skovlin. *Hank Vaughan 1849-1893: A Hell-Raising Horse Trader of the Bunchgrass Territory*. [biography] Reflections, 1996.
- Steele, Pamela. *Paper Bird*. La Grande: Word Craft of Oregon, LLC, 2007.  
<http://www.wordcraftoforegon.com/>
- Varon, Jodi. *Drawing to an Inside Straight: The Legacy of an Absent Father*. U of Missouri P, 2006.
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