



School of Access
Community Learning Partnerships
ENGL 093 – X01
Indigenous Prov English Composition & Literature I



WELCOME TO ENGLISH 093! Course Outline

W̱SáNEĆ College is located on the traditional territories of the W̱SáNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. This college preparatory English course has been designed with input from local staff and students in the W̱SáNEĆ community and vetted by Elders from local First Nations. We give thanks to those who have contributed to the creation of this course.

We are in English 093 to learn—individually and as a community. Together we will explore different types of texts as we write academic paragraphs and essays, strengthen our grammar, nurture our reading practice, and empower ourselves with communication skills. We strive to learn with humility, curiosity, humour, healing and respect, and to strengthen our self-conception as First Nations people and Allies.

English 091 and 093 combined are an alternate to English 12.

INSTRUCTOR DETAILS

NAME: Elizabeth Steffanick

EMAIL: steffanicke@camosun.ca

OFFICE: CLP classroom, W̱SáNEĆ College

HOURS: 1:00-2:20 Tuesday/Thursday; lab 2:20-4:00 Tuesday/Thursday

As your course instructor, I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

This course continues the exploration of literature, orature, and non-fiction prose by Indigenous, Canadian, and international authors that began in ENGL 091, while preparing Indigenous students to meet the rigorous reading, writing, and critical thinking expectations of college-level courses. Students will incorporate the voices of others into their work and communicate clearly to others. Students will read for content and inference, select, and cite appropriate source material for assignments, develop a clear logical argument, and use standard academic writing formats. They will use literary terms effectively and analyze works in various literary and oratory genres. English 093 was created in consultation and collaboration with local First Nations staff and students at the Saanich Adult Education Centre, which serves the W̱SáNEĆ community; it was also vetted through Camosun's Indigenous Advisory Council, which is made up of representatives and Elders from local First Nations. ENGL 093 combined with ENGL 091 is an alternative to Provincial English 12.

PREREQUISITE(S): ENGL 091

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

The following materials are required for this course:

- *The Canadian Writer's World: Paragraphs and Essays, 3rd Ed* by Gaetz, Phadke, Sandberg & Sauer
- *Firekeeper's Daughter* by Angeline Boulley

In addition, students will need access to a computer with Microsoft Office 365 and a reliable internet connection. Both are available through the computer lab at SAEC.

EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
In-Class Assignments, Participation, & Discussions including Learning Journals and Worksheets	25%
Oral Storytelling Presentation	10%
Storytelling Written Assignment	15%
Short Story Paragraph 1	5%
Short Story Paragraph 2	5%
Short Story Paragraph 3	5%
Poetry Assignment	15%
Novel Essay	20%
	TOTAL
	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information.
<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

COURSE LEARNING OUTCOMES / OBJECTIVES

Upon successful completion of this course, students should be able to do the following:

1. Critical and Creative Thinking

Using orature, literature, and non-fiction writing by a variety of Indigenous, international, and Canadian writers, students will

- recognize voice and tone, including irony and understatement in poetry, short stories, and two novellas;
- evaluate argument for validity, reliability, currency and objectivity;
- recognize structural elements associated with particular standard formats for literary communications;
- demonstrate an awareness and understanding of the power of language in literary communications;
- demonstrate personal connections between themes in a variety of texts and experiences
- identify the presence of orality;
- discuss the ways in which Indigenous themes are developed.

2. Speaking and Listening

Through formal and informal presentations, oral stories and orature, students will

- interact effectively in formal or informal situations;
- adjust speaking style to suit audience, purpose, and situation;
- use effective presentation aids to enhance communications;
- deliver a personal or research-based oral presentation to inform or persuade and respond effectively to feedback;
- give and respond effectively to feedback during oral presentations;
- demonstrate a critical understanding of arguments;
- share oral stories as appropriate;
- respond effectively to Indigenous Storytellers;
- comment knowledgeably about oral presentations, story-telling techniques, and the cultural importance of oral traditions;
- comment on the use of standard English vs Aboriginal Social Dialects or Indigenous languages in various communication settings.

3. Reading, Research and Reference

Using a variety of literary and non-fiction written texts and electronic or oral sources as appropriate, students will evaluate the effectiveness of written or spoken material for

- coherence and organization;
- consistency in the application of usage conventions;
- relevance to argument of supporting evidence and examples;
- consideration of intended purpose and audience;

- attention to detail.

They will also be able to

- summarize, make inferences, draw conclusions, and critically evaluate sources;
- paraphrase main ideas in written material;
- distinguish between implicit and explicit messages;
- apply prior knowledge and experience to assist their understanding of new material;
- use a variety of strategies and sources to gather and evaluate information;
- read and demonstrate an understanding of various works by Canadian and Indigenous authors;
- comment on the differences between literary works and non-fiction works;
- describe the social and personal benefits of reading literature or listening to Indigenous stories.

4. Written Communication

Students will apply a “writing process” approach to

- produce work that demonstrates effective organization, support and sentence structure;
- develop a short research report using MLA formatting;
- understand and avoid plagiarism;
- recognize literary elements in the works studied;
- use a variety of points of view effectively in writing.

5. Examine Indigenous Content

As a focal element of this course, students will

- respond to themes and ideas of oral and written works by Indigenous authors;
- perceive literary works within a specific context and a worldview;
- recognise that Indigenous literature often displays distinct characteristics (including repetition, circularity, four-part structures, humour, and spiritual elements), while using standard literary terms (such as point of view, imagery, and plot) associated with different genres.

COURSE GUIDELINES & EXPECTATIONS

Please feel welcome to ask questions. If you do not understand something, or if you find yourself stuck, seek help right away. In addition to the website and texts listed above, resources include your instructor, your Instructional Assistant, your family, and your friends. Please see below for additional supports at the college. For optimal results, plan on spending around five hours every week on school work outside of class. If you know you need to work on grammar, complete relevant exercises on a weekly basis throughout the term.

All assignments must include the student’s name, the title of the assignment, the name of the course, the instructor’s name, and the date on the title page

SCHOOL OR DEPARTMENTAL INFORMATION

Community Learning Partnerships (CLP), a department of the School of Access, brings education to community-based sites to make it easier for students to begin or return to learning in a less intimidating place than on the college campus. Students can build or refresh their skills to meet admission requirements and be successful in other college programs. Students learn in a comfortable environment with other adults who share similar backgrounds and get help from friendly and compassionate Camosun instructors and staff.

Community Learning Partnerships department: <http://camosun.ca/learn/school/access/community-partnerships/index.html> .

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Support Service	Website
Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop

Support Service	Website
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centres (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Integrity

Students are expected to comply with all College policy regarding academic integrity; which is about honest and ethical behaviour in your education journey. The following guide is designed to help you understand your responsibilities: <https://camosun.libguides.com/academicintegrity/welcome>
Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for Camosun's Academic Integrity policy and details for addressing and resolving matters of academic misconduct.

Looking for other policies?

The full suite of College policies and directives can be found here: <https://camosun.ca/about/camosun-college-policies-and-directives>

Changes to this Syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.