



*School of Access  
Community Learning Partnerships  
ENGL 096 Section 017*



## **Provincial Indigenous Literature Course Outline – Winter 2012**

**Instructor:** Brenda Proctor **E-mail:** [proctorb@camosun.bc.ca](mailto:proctorb@camosun.bc.ca) **Phone #:** 250-370-3358

**Location:** Saanich Adult Education Centre at the W'SANEC School Board

**Office Hours:** by request

**Instructional Assistant:** Wendy McDonald([mcdonald@camosun.bc.ca](mailto:mcdonald@camosun.bc.ca))

### **Calendar Description**

This course provides instruction and practice in interpreting, discussing, and writing about orature, fiction, poetry, and drama by Indigenous authors. Studying these genres introduces the student to Indigenous perspectives as well as to basic literary terms and concepts. ENGL 096 combined with ENGL 092 is equivalent to Provincial English 12.

**Pre or Co-requisite(s):** ENGL 092.

### **Additional Information:**

English 096 is an alternative to English 094, Provincial English Literature. It is designed to complement the English 12 First Peoples course in the B.C. high school system. English 092 or the equivalent is strongly recommended as a prerequisite. Indigenizing the English 094 curriculum will allow a stronger connection between Indigenous learners and the material being learned and will benefit all students looking for a broader scope in their education that includes Indigenous perspectives. This English course will follow the current provincially recognized English 094 curriculum, bringing about the same basic skills and concepts, and will allow students to choose between two options with equal academic credit: Provincial English Literature or Provincial Indigenous Literature.

### **Intended Learning Outcomes**

1. Critical and Creative Thinking. Students will
  - a) identify voice, including tone, in orature, poetry, fiction, and drama by local, national, and international Indigenous authors
  - b) identify the presence of orality in poetry, fiction, and drama by local, national, and international Indigenous authors
  - c) recognize the distinctiveness as well as the range of Indigenous expression as it has altered and adapted over time (e.g. oratory, creation stories, current/contemporary oral stories, trickster/transformer stories)



2. Reading and Reference. Students will

- a) respond to themes and ideas of oral and written works by Indigenous authors, (including interconnectedness, identity, and decolonization)
- b) perceive the literary work within a context and a worldview that may be either specific to a particular Indigenous community or common to many
- c) recognize 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

3. Written Communication. Students will

- a) plan and write paragraphs and essays
- b) where possible, use personal and/or creative assignments as a way to respond to the assigned texts
- c) connect techniques to the themes of the works
- d) integrate quotations from literary or oral works into analytical writing and document them according to MLA conventions or, where required and necessary, according to acknowledgement protocol in the relevant community
- e) choose words appropriate to style and audience
- f) use transitions to connect main and supporting points
- g) edit written work for content, structure, grammar, punctuation, style, and usage

4. Speaking and Listening Skills. Students will

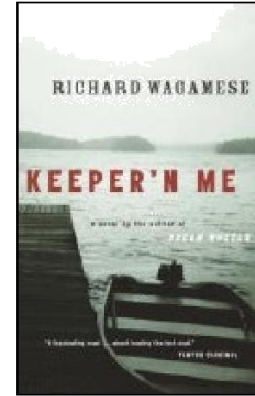
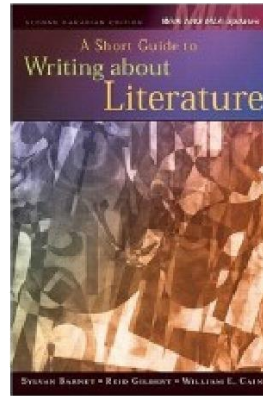
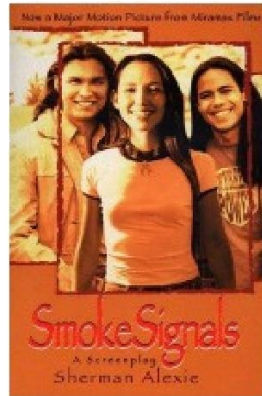
- a) listen and respond to Indigenous storytellers
- b) create and deliver their own oral stories
- c) give and respond to feedback during oral presentations
- d) collaborate and consult with others in completing communications tasks
- e) explain the value and limitations of collaborative work

## Required Texts

Alexie, Sherman. *Smoke Signals: A Screenplay*. First Edition. New York: Hyperion, 1998. ISBN 0-7868-8392-8

Barnet, Sylvan, Reid Gilbert, and William E. Cain. *A Short Guide to Writing About Literature*. 2<sup>nd</sup> Canadian Edition. Toronto: Pearson, 2004. ISBN 0-321-10569-9

Wagamese, Richard. *Keeper'N Me*. Canada: Anchor Canada, 2006. ISBN 0-385-66283-1



## Course Schedule

January 9<sup>th</sup>, 2012 – April 2012

- Tuesdays and Thursdays from 10:00am-11:20am
- No class Thurs. Feb. 16<sup>th</sup>, 2012 (Camosun Reading Break)
- Last class: Thurs. April 12<sup>th</sup>, 2012
- Final exam: TBA April 15-24<sup>th</sup>

English 096 is a regular seminar class, and the weekly schedule will consist of various lectures, discussions, readings, and assignments (both in-class and out-of -class). Group work, guest speakers, and viewing films will be also a part of some classes. As such, regular attendance is important in meeting the objectives of this course. If you expect to be away, please contact your instructor – preferably via email.

Course content and assignments will be provided on an on-going basis throughout the course. If you have questions or need assistance, please contact your instructor. Both the instructional assistant, Wendy McDonald, and your classmates may also be valuable additions to your support network.

Text-based assignments may be printed and handed in during class, or emailed to your instructor.

**\*\*IMPORTANT:** ALL OUT-OF-CLASS ASSIGNMENTS MUST BE TYPED, DOUBLE-SPACED, USING A STANDARD FONT SUCH AS TIMES NEW ROMAN, 12 POINT TYPE WITH ONE-INCH MARGINS.

All assignments must have a title page that includes the student's name, the title of the assignment, the name of the course, the instructor's name, and the date. Please see the example at the end of this outline.



**Student Assessment: See**

<b>Attached</b>		

**Grading System**

- **Standard Grading System (GPA)**

Percentage	Grade	Grade Point Equivalency
90-100%	A+	9
85-89%	A	8
80-84%	A-	7
77-79%	B+	6
73-76%	B	5
70-72%	B-	4
65-69%	C+	3
60-64%	C	2
50-59%	D	1
0-49%		
(minimum level has not been achieved)	F	0

For information on Camosun College's grading policy, see the webpage  
<http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.5.pdf>



## Recommended Materials or Services to Assist Students to Succeed Throughout the Course

### LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at:

<http://www.camosun.ca>

### STUDENT CONDUCT POLICY

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section, or the College web site at:

<http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.5.pdf>

### STUDENT GRADING POLICY

A new student grading policy is in effect for students in the School of Access. This information is available in the College Calendar, Registrar's Office or the College web site at:

<http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.5.pdf>

### ACADEMIC PROGRESS POLICY

There is an Academic Progress Policy designed to enhance a learner's likelihood of success. Students should become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section or the College web site at:

<http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.1.pdf>

### PLAGIARISM POLICY

There is a plagiarism policy at Camosun College. Students should become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section or the College web site at:

<http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.5.1.pdf>



*For reference during the course: (from the English 12 First Peoples Curriculum and Teacher’s Guide)*

**Principles of Learning: English First Peoples**

1. Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
2. Learning is holistic, reflexive, reflective, experiential, and relational (focussed on connectedness, on reciprocal relationships, and a sense of place).
3. Learning involves recognizing the consequences of one’s actions.
4. Learning involves generational roles and responsibilities.
5. Learning recognizes the role of indigenous knowledge.
6. Learning is embedded in memory, history, and story.
7. Learning involves patience and time.
8. Learning requires exploration of one’s identity.
9. Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

**Themes & Topics**

The following list, though not finite, identifies a range of recurring themes and topics that are characteristically part of the worldview of many Indigenous Peoples:

<ul style="list-style-type: none"> <li>• seasonal cycle (relationship to seasons)</li> <li>• place and relationship to the natural world</li> <li>• relationality (interdependence) &amp; connectedness</li> <li>• language &amp; world view</li> <li>• holistic</li> <li>• family (extended family)</li> <li>• genealogy &amp; lineage</li> <li>• spirit, relationship with spirit world, &amp; spirituality</li> <li>• dreams &amp; visions</li> <li>• sacred secrets</li> <li>• sustainability &amp; continuity</li> <li>• rites of passage</li> <li>• citizenship &amp; service</li> <li>• vitality</li> <li>• resilience &amp; healing</li> <li>• well-being</li> <li>• addiction</li> <li>• identity (incl. biculturalism)</li> <li>• history and colonization (impact of Christianity, institutionalization)</li> </ul>	<ul style="list-style-type: none"> <li>• politicization</li> <li>• conflict &amp; conflict resolution</li> <li>• peace, war, harmony</li> <li>• community and collectivity</li> <li>• racism, stereotypes, negative labelling</li> <li>• romanticization</li> <li>• humour</li> <li>• respect</li> <li>• responsibility</li> <li>• protocol</li> <li>• balance</li> <li>• rights &amp; justice</li> <li>• learning (how to learn; roles of teacher &amp; learner); schooling vs. education</li> <li>• nurturing</li> <li>• sharing &amp; generosity</li> <li>• culture, tradition, and ceremony</li> <li>• performance (song, dance, etc.)</li> <li>• transformation</li> <li>• transitions (with loss, gain)</li> <li>• diversity</li> </ul>	<ul style="list-style-type: none"> <li>• technology (trad. technology, hi-tech) art &amp; functional art</li> <li>• collaboration and cooperation</li> <li>• roles, inclusivity, &amp; belonging</li> <li>• competition</li> <li>• decision making</li> <li>• governance</li> <li>• diverse social structures</li> <li>• structure and hierarchy</li> <li>• time and place</li> <li>• home</li> <li>• wisdom</li> <li>• reflective listening</li> <li>• reciprocity</li> <li>• ownership</li> <li>• anger, rage</li> <li>• grief &amp; loss</li> <li>• self-reliance</li> <li>• love, hate</li> <li>• knowledges (oral, vision, spirit world)</li> <li>• tradition vs. modernity</li> </ul>
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Sample Title Page

## **This is My Title For an Assignment**

Personal Narrative Essay; Assignment #

**Joe Your Last Name**

ENGL 096

Prepared for: Brenda Proctor

January 11, 2012

Category	Overall % of Mark	Additional Information <b>First Draft</b>
Personal Responses	10%	Ongoing (but not every class)  May include freewriting, a letter to an author, personal narratives/ responses, journal entries
Poetry	10%	Various assignments which may include group work, analyzing and writing poetry
Short Stories	10%	Various assignments which will include analyzing stories and writing a synthesis
Novel	25%	<i>Keeper 'N Me Unit</i> : Will include a quiz, a literary essay (thesis, outline & draft 5%; final draft 10%), and in-class work
Drama	10%	<i>Smoke Signals</i> unit: creative literary essay, may be a verbal-visual essay
Oral Stories	15%	Will include an oral story assignment and participation in group activities
Final Exam	20%	During exam period April 16-24, date and time to be announced