



School of Access
Community Learning Partnerships
ENGL 096-017
Provincial English Composition
Course Outline – Winter 2016



Instructor: Bobbilee Copeland
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Office Hours: By appointment

Class Hours: Mondays & Wednesdays 9:30 -10:50 am
Lab Hours: Mondays & Wednesdays 10:50-11:30
Class Location: West Saanich Adult Education Centre

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.

Prerequisite(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

- Dennis, Darrell. *Two Plays*. Toronto: Playwrights Canada Press, 2005.
- *English 096 Coursepack: Provincial Indigenous Literature* compiled by Brenda Proctor
- Wagamese, Richard. *Keeper’N Me*. Canada: Anchor Canada, 2006.
- Highway, Tomson. *The Rez Sisters*. Calgary: Fifth House, 1988.

Other Required Supplies

- Notebook, pens and paper
- A three-ring binder to collect notes and handouts
- A stapler
- USB Memory Stick

Recommended Texts

- A good dictionary
- Hacker, Diana. *A Pocket Style Manual*. (6th edition) /or another grammar handbook by Hacker
- Boyden, Joseph. *Three Day Road*. Canada: Penguin Canada, 2005.
- Wagamese, Richard. *Medicine Walk*. Canada: McClelland & Stewart, 2014.

Assignments and Due Dates

Category	Overall % of Mark	Additional Information
Attendance and Participation	10%	Attendance, participation in field trips and in-class/home work, including group work. Ongoing.
Weekly Writing	10%	May include responses to class readings, field trips and speakers. May also include creative writing. Minimum 1 page in length. Due every Wednesday.
<i>Story Telling</i>	10%	Research a traditional story and present it in class. Due February 10th
Short Story Essay	15%	Write a 500-750 word short story Due March 2nd
Oral Traditional Paragraph	10%	An oral story assignment and participation Due in class March 7th and 9th
Poetry	10%	Write your own poem or write a paragraph (150-250 words) on how you interpret a poem of your choice Due March 21st
Creative Essay	15%	<i>Drama</i> unit: creative literary essay, may be a verbal-visual essay or a persuasive essay Due April 11th
Paper	20%	Write a paper on one of the ENLG 096 Novel's. Required to provide a clear thesis statement, quote directly from the novel in the essay and integrate the quotations properly into a well organized composition. Must be 1,000 words (4 Pages). Thesis and Outline Due March 16th First Draft Due March 30th Final Draft Due April 13th

Grading System

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
<50%	F	0
In Progress	IP	N/A

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

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>

