Instructor: Brenda Proctor   E-mail:proctorb@camosun.bc.ca Phone #: 250-544-2192
Class Hours: Mon & Weds 1-3pm   **Lab Hours:** TBA
Office Hours: by appointment

Calendar Description

Students in this course will build a well-organized and fluent voice for expressing personal experiences, opinions, and thoughts, to others. Students will also read, listen to, and reference the work of Indigenous, Canadian and International authors appropriately while developing academic writing skills in a supportive and culturally appropriate atmosphere. They will build English communication and critical thinking skills to prepare for future academic study or careers while strengthening their Indigenous self-concept. Students will examine the cultural and linguistic richness of Indigenous and non-indigenous authors of both fiction and non-fiction prose, as well as orature. ENGL 091 combined with ENGL 093 is equivalent to Provincial English 12.

Prerequisite(s):

ENGL 050 or a "C" in English 10 or assessment.

Intended Learning Outcomes

Students will achieve 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, drama or writing for technical and professional purposes
- evaluate argument for validity, reliability, currency and objectivity
- recognize structural elements associated with particular standard formats for literary or technical and professional communications
- demonstrate an awareness and understanding of the power of language in literary or in technical and professional communications; the importance of word choice and organization in furthering the discovery process (initiating, developing and organizing thought); and the influence of communication formats on language choices and usage
- demonstrate personal connections between themes in a variety of texts and students' experience
- 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 (e.g. diagrams, line drawings, overheads) 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 one's own and others' written or spoken material (oratory, literary, technical, business, or informational) using criteria that include the following:

- plain language
- coherence and organization
- consistency in the application of usage conventions
- relevance to argument of supporting evidence and examples
- appropriateness to intended purpose and audience
- attention to detail
- summarize, make inferences, draw conclusions and critically evaluate
- paraphrase main ideas in written material
- distinguish between implicit and explicit messages
- apply prior knowledge and experience to assist understanding of new material
- use a variety of strategies and sources to gather and evaluate information, including print
- 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 (pre-write, draft, revise, edit)
- produce work that demonstrates effective organization, support (eg. examples, evidence) and sentence structure.

- Develop a short research report using the appropriate documentation style (e.g., APA, MLA, Chicago, or the acknowledgement protocol of the relevant community)
- understand and avoid plagiarism
- recognize literary elements (such as conflict, theme, character, mood, tone, irony, foreshadowing, point of view, and setting) in the works studied
- Use a variety of points of view effectively in writing (e.g. 1st, 2nd or 3rd person)

Assignments and Due Dates

ASSIGNMENTS	VALUE	YOUR GRADE
Process paragraph	5 %	
Journals (6 out of 9)	10%	
Summary Assignment (150-250 words)	5%	
Compare contrast essay (500 words)	10%	
Persuasive Essay (600-700 words)	10%	
Research Paper (1000 words), proposal and bibliograpy	25%	
Research Presentation	10%	
Grammar, homework, participation and attendance	15%	
Final In-Class Essay	10%	
Total	**100%**	

Required Materials

☐ USB Memory Stick -- 1 GB or bigger
☐ *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie
☐ *English 091 Course Pack* instructor Brenda Proctor

Additional Instructions

Please be present mentally, not just physically, and contribute to an atmosphere of mutual respect and collaboration.

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 also make use of supports that are available on campus: the English Help Centre, research librarians, counseling services, the IECC office, and the Disability Resource Centre.

Please turn off all cellular devices and leave them off when in the classroom. If you need to have one on for personal reasons (such as a sick child or potential job interview) please let your instructor know.

For optimal results, plan on spending 10-20 hours per week on school work outside of class. Complete readings ahead of time and make notes of any thoughts or questions that arise. If you know you need to work on grammar, complete relevant exercises on a weekly basis throughout the term.

IMPORTANT: MOST 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 include the student's name, the title of the assignment, the name of the course, the instructor's name, and the date in the upper left corner of the first page or on a title page.

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

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.p