



School of Access Community
Learning Partnerships
ENGL 093 - 017
Indigenous Prov English Composition & Literature II
Course Outline



Instructor: Brenda Proctor	E-mail: proctorb@camosun.bc.ca	Phone #: 250-544-2192
Class Hours: Tues & Thurs 10-11:30am	Lab Hours: Mondays 1-3	Office Hours: Ewing 218 Fridays 1-2:20pm

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

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, or drama
- 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; 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, or informational) using criteria that include the following:

- 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)

Required Texts

- Dennis, Darrell. *Two Plays*. Toronto: Playwrights Canada Press, 2005.
- *English 093 Coursepack: Provincial Indigenous Literature* compiled by Brenda Proctor
- Wagamese, Richard. *Keeper'N Me*. Canada: Anchor Canada, 2006.

- *The Little Brown Compact Handbook with My Writing Lab Access*. Pearson, 2017.

Other Required Supplies

- Notebook, pens and paper
- A three-ring binder to collect notes and handouts
- A stapler
- USB Memory Stick
- Access to Course Website on D2L

Recommended Texts

- A good dictionary

Assignments

Presentation	2.5%	Vocabulary presentation
Reading Responses	10%	Minimum 5 written interpretive responses to literature and orature studied in class. Minimum 1 page, typed, double spaced. Must respond to different genres and be handed in on time. Ongoing
Participation	5%	Attendance in class and lab, participation in field trips and in-class assignments/homework, including group work and individually assigned grammar work. Ongoing
My Writing Lab	5%	Ongoing work in My Writing Lab
VAPID worksheets	7.5%	Active reading assignment. Ongoing, one due per reading
Short Story Essay	10%	Take home short story essay assignment (700 words)
Drama assignment	10%	Drama assignment
Poetry Quiz	15%	In Class Poetry Quiz
Novel essay	25%	Essay on novel: first draft written in class (10%); final draft take home assignment (1500 words) with integrated research sources (15%)
Oral Stories	10%	An oral story assignment and participation

Policies

If you do not understand something, or if you find yourself stuck, **seek help right away**. In addition to the websites and texts listed above, resources include your instructor, your classmates, instructional assistants, your family, and your friends.

Attendance

Research indicates that the single most important factor in student success in college is attendance. In general, don't sign up for classes unless you are able to attend all of them. It's acceptable to miss one or two due to illness and unforeseen circumstances, but if you miss more than two, you risk missing foundational tools that will help you prepare for future courses. In the event that you must miss a class due to cultural reasons or illness, it is your responsibility to catch up, pick up handouts, find out about any changes to assignments that might have been announced in class, and ensure that you know the material covered in class. It's a good idea to find a buddy in the class, exchange phone numbers, and consult each other in the event that you must be absent.

All major assignments (worth 5% or more) must be completed to fulfill the requirements of this course and receive a passing grade.

Students may not use recording devices in the classroom without the prior permission of the instructor. However, the instructor's permission is not required when the use of a recording device is sanctioned by the College's Resource Centre for Accessible Learning in order to accommodate a student's disability and when the instructor has been provided with an instructor notification letter which specifies the use of a recording device. Recordings made in the classroom are for the student's personal use only, and distribution of recorded material is prohibited.

Plagiarism, the act of presenting the words, ideas, or data of another as if they were your own, is a serious offense. Camosun College's Student Conduct Policy covers both academic honesty and student behaviour and is outlined on pages 35-37 of the 2009/2010 Camosun College Calendar. Please see me at any point if you are unsure about your use of sources, or if you are having so much difficulty writing that you are tempted to use someone else's work.

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 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 hand corner of the first page. Assignments should be handed in, typed, printed and stapled on the day they are due, at the beginning of class. If you need an extension due to illness or other extenuating circumstances, please speak with me as soon as possible. Late assignments may receive a 5% deduction in grade per day, and may not receive comments.

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-and-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-and-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-and-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-and-support/e-2.5.1.pdf>