



COURSE OUTLINE

The calendar description is available on the <http://camosun.ca/learn/calendar/current/web/engl.html> web @

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.

English 091 was created in consultation and collaboration with local First Nations staff and students at the Saanich Adult Education Centre, which serves the WSÁNEĆ community; it was also vetted through Camosun's Indigenous Advisory Council, which is made up of representatives and Elders from local First Nations. ENGL 091 combined with ENGL 093 is an alternative to Provincial English 12.

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

(a) Instructor	Bobbilee Copeland	
(b) Office hours	Mondays and Wednesdays after class and by appointment	
(c) Location	SAEC	
(d) Phone	(250) 554-2192	Alternative: _____
(e) E-mail	copelandb@camosun.bc.ca	
(f) Website	https://online.camosun.ca/d2l/home	

2. 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, 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)

3. Required Materials

- *English 091 Course Pack* instructor Brenda Proctor

- *The Absolute True Diary of a Part Time Indian* by Sherman Alexie

- *The Night Wanderer* by Drew Hayden Taylor

- Course Website: <https://online.camosun.ca/d2l/home>

- IXL Website:

https://ca.ixl.com/?partner=google&campaign=71592328&adGroup=2429438848&qclid=EA1aIQobChMIzYuc0K_W5AIVkSCtBh11XAGMEAAAYASAAEgK0hfD_BwE

4. Course Content and Schedule

See attached

5. Basis of Student Assessment (Weighting)

ASSIGNMENTS	VALUE
Process paragraph	5 %
Journal (minimum of ten one-page entries)	10%
Summary assignment (250 words)	5%
Compare contrast essay (500-600 words)	10%
Persuasive essay (700 words)	10%
Research paper (1000 words), proposal and bibliography	25%
Research presentation	10%
Grammar, homework, in-class work, participation and attendance	15%
Final in-class essay	10%

Total	100%

6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

7. Recommended Materials to Assist Students to Succeed Throughout the Course:

Additional Instructions

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

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 also make use of supports that are available on campus: the English Help Centre, research librarians, counseling services, the **Eyē? Sqâ'lewen** office, and the Centre for Accessible Learning.

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 around five hours every 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.

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @

<http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

Eyē? Sqā'lewen: College Centre for Indigenous Education and Community Connections

<http://camosun.ca/learn/school/indigenous-education-community-connections/>

Indigenous Advisors

<http://camosun.ca/learn/school/indigenous-education-community-connections/contact-us.html#advisors>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS <http://www.camosun.bc.ca/policies/policies.php>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	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	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.

DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://www.camosun.bc.ca/policies/E-1.5.pdf> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.