



ENGL 091
Indigenous Provincial English Composition and Literature I
Fall 2020

COURSE OUTLINE

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

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 | Serena Polt | |
| (b) Office hours | Monday and Wednesday from 1 – 2:50 pm or by appointment | |
| (c) Location | Online | |
| (d) Phone | (250) 686 – 8637 | Alternative: _____ |
| (e) E-mail | polts@camosun.bc.ca | |
| (f) Website | https://online.camosun.ca/d2l/home/178297 | |

2. Intended Learning Outcomes

Students will achieve the following:

A. 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

B. 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

C. 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

D. 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

(a) Texts

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

(b) Other

- *English 091 Course Pack*
- Course Website (<https://online.camosun.ca/d2l/home/178297>)

4. Course Content and Schedule

See attached

5. Basis of Student Assessment (Weighting)

| ASSIGNMENTS | VALUE |
|--|-------|
| Journal Entries | 5% |
| Process paragraph | 5% |
| Summary assignment | 5% |
| Personal Narrative Essay (500 words) | 10% |
| Persuasive essay (600 words) | 10% |
| Compare contrast essay (700 words) | 10% |
| Research Paper (1000 words), proposal and bibliography | 25% |
| Research presentation and discussion | 10% |
| Participation, discussion posts, grammar exercises and in-class work | 20% |

6. Grading System

(If any changes are made to this part, then the Approved Course description must also be changed and sent through the approval process.)

(Mark with "X" in box below to show appropriate approved grading system – see last page of this template.)

Standard Grading System (GPA)

Competency Based Grading System

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

Additional Instructions

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 Eyê? Sqâ'lewen office, and the Centre for Accessible Learning. *PLEASE NOTE THAT DUE TO COVID19 THERE WILL BE VERY LIMITED FACE-TO-FACE SUPPORT. For more information please access the following link:

<http://camosun.ca/services/help-centres/english-upgrading.html>

For optimal results, plan on spending around five hours every week on school work outside of class. If you know you need to work on grammar, complete relevant exercises on a weekly basis throughout the term.

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 on the title 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/>

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. |