



**CAMOSUN COLLEGE**  
**School of Access**  
**Community Learning Partnerships**

**ENGL 093**  
**Indigenous Provincial English Composition**  
**Winter 2021**

**COURSE OUTLINE**

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The calendar description is available on the web @ \_\_\_\_\_

☐ 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.

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**1. Instructor Information**

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|------------------|---|
| (a) Instructor   | Serena Polt, BEd, BSc, MA   |
| (b) Office hours | After class or by appointment   |
| (c) Location     | Online  |
| (d) Phone        | _____ <b>Alternative:</b> _____   |
| (e) E-mail       | <a href="mailto:polts@camosun.bc.ca">polts@camosun.bc.ca</a>                                      |
| (f) Website      | <a href="https://online.camosun.ca/d2l/home/190140">https://online.camosun.ca/d2l/home/190140</a> |

**2. Course 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 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 093 combined with ENGL 091 is an alternative to Provincial English 12.

**3. Intended Learning Outcomes**

*1. Critical and Creative Thinking*

*Using orature, literature, and non-fiction writing by a variety of Indigenous, international, and Canadian writers*

- *recognize voice and tone, including irony and understatement in poetry, short stories, and 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*

- *demonstrate personal connections between themes in a variety of texts and experiences*
- *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:*

- *interact effectively in formal or informal situations*
- *adjust speaking style to suit audience, purpose, and situation*
- *use effective presentation aids 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.*

*Evaluate the effectiveness of written or spoken material for:*

- *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*
- *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*

- *Apply a writing process approach*
- *Produce work that demonstrates effective organization, support and sentence structure.*
- *Develop a short research report using MLA formatting*
- *Understand and avoid plagiarism*
- *Recognize literary elements in the works studied*
- *Use a variety of points of view effectively in writing*

## 5. *Examine Indigenous Content*

- *Respond to themes and ideas of oral and written works by Indigenous authors*
- *Perceive the literary work within a context and a worldview*
- *Recognise 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.*

## **4. Required Materials**

### (a) Texts

- *English 093 Course Pack: Provincial Indigenous Literature*
- Leanne Simpson - The gift is in the making
- Billy Rae Belcourt - This wound is a world
- Monique Gray Smith and Richard Van Camp - The Journey Forward, A Novella on Reconciliation
- Richard Wagamemse - Keeper'n Me

(b) Other

- Computer with Microsoft Office or Libre Office (Google Docs will not work)
- Internet access
- Recording device (cell phone or laptop with webcam) to record presentations
- Journal, paper, pens (optional)

## 5. Course Content and Schedule

Please see D2L website at: <https://online.camosun.ca/d2l/home/190140>.

## 6. Basis of Student Assessment (Weighting)

ASSIGNMENTS	VALUE
In-Class Assignments and Participation in Discussions	20%
Weekly Free-Writing	10%
Storytelling Presentation	10%
Oral Traditional Story Assignment	10%
Short Story Essay	15%
Novel Essay	20%
Poetry Assignment	15%

## 7. 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

## 8. Recommended Materials to Assist Students to Succeed Throughout the Course

## 9. 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
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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

Assigned for specific circumstances and convert to a final grade according to the grading scheme being used in the course. (See Section E below for conversion to final grades.)

Temporary Grade	Description
I	Incomplete: A temporary grade assigned when the requirements of a course have not yet been completed. Students must complete the course requirements within six (6) weeks of the "I" grade being assigned. Appears on the transcript.
IP	In Progress: A temporary grade assigned for courses that may require further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3rd course attempt or at the point of course completion.) Appears on the transcript.