

CAMOSUN COLLEGE – COURSE OUTLINE

ENGLISH 164 SECTION 001

FIRST NATIONS' LITERATURE

Instructor: Susan R. Wilson
Office: Paul 328
Phone: 370-3349 (24-hour voice mail system for messages)
Email: wilsons@camosun.bc.ca

Office Hours:

Monday	2:30 p.m. – 3:30 p.m.
Tuesday	11:30 a.m. – 12:30 p.m. 2:30 p.m. - 3:30 p.m.
Wednesday	2:30 p.m. - 3:30 p.m.
Thursday	11:30 a.m. – 12:30 p.m.

or by appointment

Course Times and Locations:

Tuesday	10:00 a.m. – 11:20 a.m.	E200
Thursday	10:00 a.m. – 11:20 a.m.	E200

Required Texts:

Highway, Tomson. Dry Lips Oughta Move to Kapuskasing. Saskatoon: Fifth House Publishers, 1989.

Highway, Tomson. The Rez Sisters. Calgary, AB: Fifth House Publishers, 1988.

King, Thomas. Truth & Bright Water. Toronto, ON: Harper Perennial Canada, 2000.

Moses, Daniel David, and Terry Goldie, eds. An Anthology of Canadian Native Literature in English. 2nd ed. Toronto, ON: Oxford U. Press, 1998.

Evaluation:

Your final grade will be determined as follows:

Assignments	85%	
Oral Presentation & Summary	15%	Throughout the Semester
Journal Assignment #1	15%	Due Thurs., 3 Oct. 2002
Midterm Test	20%	Thurs., 31 Oct 2002
Journal Assignment #2	15%	Due Thurs., 21 Nov. 2002
Novel Essay	20%	Due Tues., 10 Dec. 2002 (After classes end.)
Student's Self-Evaluation	5%	
Participation	10%	
Total:	100%	

The assignments listed above will vary in terms of both their nature and their length. Explicit instructions will be given for each one, well in advance of its respective due date.

PLEASE NOTE:

All students will be expected to arrive in class with their homework and assigned readings completed. No meaningful participation can take place without this preparation. You need to hand in all assignments - including any homework or in-class writing that is spontaneously requested - in order to pass this course.

Grades:

A+	=	95-100%	B-	=	70-74
A	=	90-94	C+	=	65-69
A-	=	85-89	C	=	60-64
B+	=	80-84	D	=	50-59
B	=	75-79	F	=	below 50

Assignment Formats and Due Dates:

- Any students who fail to show up for their oral presentation without contacting the instructor **BEFORE THE CLASS** will automatically receive an “F” for this assignment unless they can provide a doctor’s note.
- Should you miss your oral presentation due to illness, you may be assigned another presentation topic to prepare at the instructor’s discretion.
- All written assignments are due AT THE BEGINNING OF CLASS on the date specified.
- Students **MAY NOT** SUBMIT PAPERS VIA E-MAIL.
- 10% WILL BE DEDUCTED FOR EACH SCHOOL DAY A PAPER IS LATE.
- PAPERS MORE THAN 2 DAYS LATE WILL NOT BE ACCEPTED. EXTENSIONS MAY BE GRANTED IN EXTREME CIRCUMSTANCES, BUT OBVIOUSLY THIS MUST BE NEGOTIATED WITH YOUR INSTRUCTOR. IN THE EVENT OF ILLNESS, A DOCTOR’S NOTE MUST BE PROVIDED.
- For correct essay presentation format (i.e. title page requirements, pagination, spacing, etc.), see the details specified with each assignment’s instructions.
- FOLLOW THE MLA GUIDELINES for documentation of research/reference sources. (This method of documentation will be discussed in detail during the course.)
- ALL ASSIGNMENTS MUST BE TYPED. Those papers not conforming to the accepted standards of academic writing will not be graded.
- As the writing process is made up of various stages, KEEP ALL WORK PERTAINING TO EACH ASSIGNMENT UNTIL THE COURSE IS OVER. This work may be called in for review/assistance at the instructor’s discretion. (It’s extremely wise to keep a back-up copy of each assignment you hand in, either in the form of a photocopy, or a file stored on disk.)

Plagiarism:

Plagiarism is the conscious theft of another person’s ideas and/or words. Simply stated, this involves the use of someone else’s prose or ideas in your writing without acknowledging where you got them. You thereby imply that someone else’s work is your own. **THIS IS A VERY SERIOUS ACADEMIC OFFENSE THAT WILL BE DEALT WITH ACCORDINGLY!**

Two of the principal goals of the academic experience are to foster original thought and intellectual honesty. Plagiarism, whether intentional or unintentional, is a violation of academic ethics that results in serious penalties. Therefore, it is vitally important “to give credit where credit is due.”

Be sure to use research/reference materials to support your ideas, not to replace them, and make sure your documentation is accurate.

Classroom Protocols/Behavioural Expectations:

Each student is expected to take responsibility for his/her learning experience and contribution to the classroom environment. As members of this class, students are asked to adhere to the following protocols regarding appropriate behaviour; this will ensure positive interaction during the course:

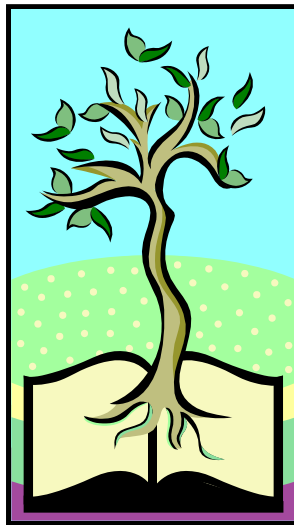
- **Listen carefully to other people’s views to understand and learn.**
- **Recognize the diversity of opinions – it’s a source of strength.**
- **Participate in a balanced way by**
 - **Being mindful of “equal air time”;**
 - **Avoiding interrupting others (one voice at a time);**
 - **Not dominating the discussion;**
 - **Maintaining a sense of humour;**
 - **Contributing to good time management.**
- **Respect anonymity and/or confidentiality.**
- **Recognize that silence implies neutrality or consent.**
- **If you are absent from class, IT IS YOUR RESPONSIBILITY TO OBTAIN COPIES OF ANY HANDOUTS DISTRIBUTED BY THE INSTRUCTOR. EITHER PICK THEM UP DURING OFFICE HOURS OR PHOTOCOPY A FRIEND’S.**

Attendance and Participation:

Due to the sheer volume of material covered in this course, it is impossible to successfully complete the course without at least 80% attendance. Your active participation is essential to a supportive, enlightening, stimulating, and mutually rewarding learning experience.

Each of us brings a unique experience, mind, and sensibility to what we read, so the class's interpretation(s) – the refined combination of many people's ideas and insights – should be larger and richer than any individual's. The achievement of such breadth, depth and richness is one of the important values of class discussion, and one of the reasons participating in discussion is not simply something a student might elect to do, but rather it is a student's responsibility.

Learning is not passive, but active. We learn by doing: reading, thinking, (analyzing, synthesizing, and questioning), writing, and talking. The classroom should be a laboratory of ideas, a place in which both students and instructor test and deepen their insights by speaking them out loud, countering, qualifying, or extending the insights of others. Therefore all students in this course are expected to participate in class discussion throughout the semester. Your participation will be noted and discussed with you, and eventually credited towards your grade. Obviously, to participate, you must attend class.



**ENGLISH 164
COURSE SCHEDULE**

- Week 1: Situating the Study of First Nations' Literature in a Cultural/Historical Context
- Week 2: The Oral Tradition in First Nations' Culture
- Week 3: The Oral Tradition continued.
INCLASS PRESENTATIONS & SUMMARIES BEGIN AND CONTINUE UNTIL THE END OF THE COURSE
- Week 4: The Emergence of a First Nations' Written Tradition – Selections from An Anthology of Canadian Native Literature
- Week 5: Poetry – Selections from An Anthology of Canadian Native Literature
JOURNAL ASSIGNMENT #1 DUE
- Week 6: Poetry – Selections from An Anthology of Canadian Native Literature
- Week 7: Short Stories/Essays – Selections from An Anthology of Canadian Native Literature
- Week 8: Short Stories/Essays – Selections from An Anthology of Canadian Native Literature
- Week 9: Short Stories/Essays – Selections from An Anthology of Canadian Native Literature
MID-TERM TEST
- Week 10: Drama – The Rez Sisters
- Week 11: Drama – Dry Lips Oughta Move to Kapuskasing
- Week 12: The Novel – Truth & Bright Water
JOURNAL ASSIGNMENT #2 DUE
- Week 13: The Novel – Truth & Bright Water
- Week 14: The Novel – Truth & Bright Water

**NOVEL PAPER DUE AFTER LAST WEEK OF CLASSES:
TUESDAY, 10 DECEMBER 2002**