

	<p><i>School of Arts &amp; Science</i>  <b>ENGLISH DEPARTMENT</b></p> <p><b>ENGL 164-01</b>  <b>First Nations Literature</b>  <b>2009/Winter</b></p>
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## COURSE OUTLINE

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### 1. Instructor Information

(a)	Instructor:	Bronwen Welch		
(b)	Office Hours:	Monday and Wednesday 12:30-2:30 or by appointment		
(c)	Location:	Paul Building, Room 326		
(d)	Phone:	370-3342	Alternative Phone:	
(e)	Email:	WelchB@Camosun.bc.ca		
(f)	Website:			

### 2. Intended Learning Outcomes

Upon completion of this course:

1. In reading literature, the student will be encouraged to make connections, consider meaning, make and support inferences, and evaluate:
  - Analyze First Nations literature from both the oral and written traditions.
  - Analyze First Nations pre-contact literature in the genres of song, prayer, and storytelling by addressing their roles within First Nations communities.
  - Analyze First Nations literature in the post-contact period through the genres of poetry, fiction, non-fiction and drama.
  - Identify First Nations literary forms, elements, and techniques.
2. In discussing literature, the student will be given the opportunity to develop and communicate responses and interpretations using varied methods and resources:
  - Identify the continuing inter-relationship of First Nations pre-contact literatures with the written tradition.
  - Examine Eurocentric notions of literal and figurative meaning in relation to First Nations literature.
  - Use literary terms such as metaphor, irony, character, setting, and plot.
  - Describe the significance of differing literary interpretations from Native and non-Native perspectives.
  - Use vocabulary associated with analyzing fiction, poetry, drama, and non-fiction.
  - Analyze themes common to First Nations literature.
  - Describe various literary theories that are relevant to the study of First Nations literature (e.g., post-colonial theory, feminist theory, reader response theory, etc.).
3. In writing about literature, the student will be able to explain, support, and illustrate points in essays by:
  - Using a critical approach with appropriate language.
  - Comparing pieces of First Nations literature.
  - Documenting sources using current MLA bibliographic conventions.

### 3. Required Materials

(a) *An Anthology of Canadian Native Literature in English*, edited by Daniel David Moses and Terry Goldie

(b) *Monkey Beach* by Eden Robinson

#### 4. Course Content and Schedule

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##### *Tentative Term Schedule*

January 5<sup>th</sup> Introduction to class; hand out syllabus

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January 7<sup>th</sup> Oral Literature  
“Song for Medicine Hunting” (2)  
“Song for the Burning of the White Dog” (4-5)  
“My Breath” (5-7)

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January 12<sup>th</sup> **First Assignment Handed Out**  
“In His Father’s Village” (26-35)

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January 14<sup>th</sup> Language  
“Tyee—Big Chief” (47)  
“I Lost My Talk” (107)  
“The Devil’s Language” (Handout)

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January 19<sup>th</sup> Language Cont.  
“One Generation from Extinction” (92-97)  
“Exercises in Lip Pointing” (187)

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January 21<sup>st</sup> “He Told Me” (249)  
“Body Politics” (399)  
“The Dimness of Mothers and Daughters” (426)  
“If Honour is Truth” (476-77)

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January 26<sup>th</sup> “Indian Woman” (231-234)  
“Nothing Sacred” (523)  
“Morning in the White Room” (529-530)

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January 28<sup>th</sup> **Hand in Assignment #1**  
**Begin Short Story Section**  
“A Long Story” (145-150)

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February 2<sup>nd</sup> **Assign Short Story Essay**  
Presentation #1  
Presentation #2  
“Compatriots” (170-177)

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February 4<sup>th</sup>                      Presentation #3  
    Presentation #4  
    “The One About Coyote Going Out West” (204)

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February 9<sup>th</sup>                      Presentation # 5  
    Presentation # 6  
    “The Shivering Tree” (272)

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February 11<sup>th</sup>                    Presentation # 7  
    Presentation #8  
    “April Raintree” (280)

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February 16<sup>th</sup>                    Presentation # 7  
    Presentation #8  
    “The Republic of Tricksterism” (468)

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February 18<sup>th</sup>                    Presentation # 9  
    Presentation # 10  
    “A Mountain Legend” (511)

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February 23<sup>rd</sup>                    Presentation # 11  
    Presentation # 12  
    “Mermaids” (557)

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February 25<sup>th</sup>                    **Hand in Short Story Essay**  
    **Begin Drama Section**

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March 2<sup>nd</sup>                            **Assign Drama Assignment**  
    Presentation #13  
    Aria

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March 4<sup>th</sup>                            **Finish Aria**  
    **Presentation # 14**  
    **“Moonlodge”**

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March 9<sup>th</sup>                            Presentation # 15  
    “Moonlodge”  
    Begin *Monkey Beach*

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March 11<sup>th</sup>                         *Monkey Beach*

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March 16<sup>th</sup>                         Presentation # 16  
    *Monkey Beach*

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March 18<sup>th</sup>                         *Monkey Beach*

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March 23<sup>rd</sup>                         **Hand in Drama Assignment**  
    Presentation # 17

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March 25<sup>th</sup>                         Presentation # 18  
    *Monkey Beach*

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March 30<sup>th</sup>                      Presentation # 20  
*Monkey Beach*

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April 1<sup>st</sup>                              Monkey Beach  
 Presentation #21

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April 6<sup>th</sup>                              Monkey Beach

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April 8<sup>th</sup>                              Wrap Up

**5. Basis of Student Assessment (Weighting)**

<b>Assignment # 1</b>	<b>15%</b>	<b>(800-900 words)</b>
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<b>Short Story Essay</b>	<b>15%</b>	<b>(1000 - 1200 words)</b>
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<b>In-class Presentation 10%</b>		
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<b>Drama Essay</b>	<b>20%</b>	<b>(1000 - 1200 words)</b>
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<b>5 Pop Journal Entries</b>	<b>3%</b>	<b>(for a total of 15%)</b>
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<b>Final Exam 25%</b>		

**6. Grading System**

**Standard Grading System (GPA)**

<b>Percentage</b>	<b>Grade</b>	<b>Description</b>	<b>Grade Point Equivalency</b>
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	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

**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 E-1.5 at **camosun.ca** for information on conversion to final grades, and for additional information on student record and transcript notations.

<b>Temporary Grade</b>	<b>Description</b>
<b>I</b>	<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.

<b>IP</b>	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. <i>(For these courses a final grade will be assigned to either the 3<sup>rd</sup> course attempt or at the point of course completion.)</i>
<b>CW</b>	<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.

## 7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

### 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, at Student Services or the College web site at [camosun.ca](http://camosun.ca).

### STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

### Attention!

- ❖ **Late work will be deducted 10% a day unless you have a documented medical excuse. All work must be handed in on time—and that means at the beginning of the class on the due date.**
- ❖ **I will not accept any work that is over a week late.**
- ❖ **Five journal entries (worth 3% each) are scheduled *randomly* throughout the term. They are based EITHER on the assigned readings OR on class discussions. Once again, if you miss a journal entry you cannot make it up unless accompanied by a note from a medical practitioner.**
- ❖ **If you do not hand in a journal assignment, you will receive a zero for this missed work unless you have a doctor's note excusing the absence.**
- ❖ **Plagiarism (presenting the ideas or words of others as your own) is a serious academic offence. In this class, the minimum penalty for plagiarism is a grade of zero on the relevant assignment. In addition, I will report plagiarized assignments to the**

**appropriate authorities. Students are responsible for familiarizing themselves with the college's policy on academic conduct. You can find that policy in the Camosun College Calendar or on line at the following location:**

**<http://www.camosun.bc.ca/ombuds/student-conduct.pdf>**

- ❖ **You must keep a photocopy or disk copy of everything you hand in to me in case one of your assignments is misplaced, stolen, or damaged. You must also keep all returned work, and produce it when asked to do so.**
- ❖ **You are responsible for information, verbal or written, given in class. Please keep track of all handouts and assigned readings, and note that neither unexcused absence from class during the discussion of tasks and assignments nor inattention to classroom activities, verbal explanations, or handouts exempts you from meeting deadlines or preparing for class.**
- ❖ **There will be a final exam in the class. Therefore, I advise you to not schedule any travel during the exam period.**

## **Grading**

**All assignments will be given a letter grade. The mark will be based on organization, quality of ideas and support, style and grammar, according to the following criteria:**

**A Range (85 - 100%) Superior level of achievement**

- Exceptional insight into material or topic
- Detailed, significant discussion
- Effective organization
- Fluent, error-free expression

**B Range (70-84%) High level of achievement**

- Competent treatment of material or topic but less originality or perception than an "A" paper
- Full discussion but not as detailed or specific as "A" level
- Sound organization and attention to grammar

**C+ (65 – 69%) Satisfactory level of achievement**

- Content reasonably well-organized
- Clear but somewhat mechanical organization
- May have good content but also may include serious mechanical errors

C (60 – 64%) Sufficient level of achievement to proceed to next level

- Content is adequately supported
- Mechanical but generally coherent organization
- Several serious mechanical errors

D (50 – 59%) Minimum level of achievement for which credit is granted

- Limited or misleading content with inadequate or inappropriate support
- Incomplete or confusing organization
- Frequent errors which confuse or mislead the reader

F (Below 50%) Minimum level not achieved.

- Inadequate or inaccurate content
- Incoherent organization

So many errors that the reader cannot understand the paper adequately