



COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/engl.html>

1. Instructor Information

(a)	Instructor:	Bronwen Welch
(b)	Office Hours:	Wednesdays from 12:00-1:30 pm or by appointment
(c)	Location:	Paul 326
(d)	Phone:	250-370-3342
(e)	Email:	WelchB@Camosun.bc.ca
(f)	Website:	http://camosun.ca/about/research/directory/bronwen-welch.html

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, third edition*, edited by Daniel David Moses and Terry Goldie
- (b) *Monkey Beach* by Eden Robinson
- (c) supplementary handouts

4. Tentative Course Content and Schedule

January 10 Introduction to class; hand out syllabus

January 12 Oral Literature
 "My Breath" (5-7)
First Assignment Handed Out

January 17 Language ...
 "Tye—Big Chief" (47)
 "I Lost My Talk" (107)

January 19
 "One Generation from Extinction" (92-97)

January 24
 "In His Father's Village" (26-35)

January 26
 "Indian Woman" (231-234)
 "Nothing Sacred" (523)

February 2
 "Morning in the White Room" (529-530)
 "Body Politics" (399)

February 7
 Finish poetry section
Begin Short Story Section

February 9
First Assignment Due
"Compatriots"

February 14
 Presentation # 1
 Presentation # 2
 "The Shivering Tree" (272)

February 16
 "The One About Coyote Going Out West" (204)
 Presentation # 3
 Presentation # 4

February 21
 "The Republic of Tricksterism" (468)
 Presentation # 5

February 23
 Presentation # 6

"April Raintree" (280)

February 28	Presentation # 7
	"Mermaids" (557)
March 2	Hand in Short Story Essay Begin Aria Presentation # 8 "Aria"
March 7	Presentation # 9 "Aria"
March 9	Finish "Aria" Presentation # 10 "Moonlodge"
March 14	Presentation # 11 "Moonlodge"
March 16	finish "Moonlodge" Introduction to <i>Monkey Beach</i>
March 21	<i>Monkey Beach</i>
March 23	Hand in Assignment # 3 <i>Monkey Beach</i> Presentation # 12
March 28	<i>Monkey Beach</i> Presentation # 13
March 30	Presentation # 14 <i>Monkey Beach</i>
April 4	Presentation # 15 <i>Monkey Beach</i>
April 6	<i>Monkey Beach</i>
April 11	<i>Monkey Beach</i>
April 13	<i>Monkey Beach</i>

5. Basis of Student Assessment (Weighting)

Assignment # 1	20%	(1000 words)
Assignment # 2	20%	(1200-15000 words)
In-class Presentation	5 %	
Assignment # 3	25%	(1500-2000 words)
5 Pop quizzes	(1% each)	5%
Final Exam	25%	

Attention!

Essays:

- Essays are due at the **beginning** of class on the dates specified.
- 10% per day (even Saturdays and Sundays) will be deducted for lateness.
- **Nothing** will be accepted after 7 days (including Saturdays and Sundays) past due date.
- You must complete **all assignments** in order to pass this course.

Missed Quizzes:

- **Five pop quizzes (worth 1% each) are scheduled *randomly* throughout the term. They are based EITHER on the assigned readings OR on class discussions.**
- Unless you can prove a medical emergency with a doctor's note, all quizzes must be written in class on the date specified..

Readings:

- As with any course, it is vitally important that you have completed all assigned readings before coming to each class. I will also be giving random reading quizzes to insure you have done the reading. Since our class time will consist mainly of group discussion, you must also have read the assigned works thoroughly enough to be able to intelligently participate in that discussion.

Participation and Attendance:

- It is quite impossible for you to do well in this course if you do not regularly attend. Class time is your opportunity to clarify your ideas, responses and understanding of the works. Coming to class and participating in discussion will also help you anticipate the test questions and gather material for you essays.
- If you find it necessary to miss a class, it is YOUR responsibility to find out what you missed and complete the homework BEFORE the next class. I would also suggest you make a trustworthy friend in the class from whom you can borrow thorough, reliable notes.
- **PLEASE NOTE: I DO NOT ALLOW RE-WRITES OF ANY ESSAY OR TEST**
- **SPECIAL NOTE: Be sure to keep all rough drafts and marked material until the end of term**
- **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 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. DO 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 (80 - 100%) Superior level of achievement

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

B Range (70-79%) 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

CRITERIA FOR SCORING ESSAYS

1. CONTENT, DEVELOPMENT AND ORGANIZATION

High (Ranked 9, 8, or 7). The paper has an overall plan, point of view, and sense of direction. The thesis and the main supporting points are original and interesting, and are developed fully in a logical, persuasive, thought-provoking manner. Quotations are smoothly integrated and effectively utilized. Each paragraph is unified around a clear focus. The transition within and between the paragraphs is clear and smooth (without being mechanical), allowing the reader to move from point to point with a sense of coherence and momentum.

Middle (Ranked 6, 5, or 4). Content and organization are adequate but pedestrian. The essay has a main idea, although it is not clearly stated or kept in focus throughout. The content is skimpy - often short, one- and two-sentence paragraphs restricted to generalizations and commonplaces. The arguments are too one-sided. There is no clear organization, or it is too mechanical. Transition is lacking, or it is restricted to the simplest devices. The order of points is adequate but nothing more.

Low (Ranked 3, 2 or 1). No central idea governs. Obvious points are repeated in slightly different words. The essay pays lip service to the topic, but actually avoids it. (Essays that offer unreasonably one-sided arguments should also be placed in this category.) Points come in haphazard order, without coherence or a sense of direction. The paragraphing contributes little to the flow of ideas. Transitional devices are either lacking or mechanical.

2. SENTENCES (STRUCTURE, GRAMMAR, PUNCTUATION)

High (Ranked 9, 8, or 7). The sentences are clear and demonstrate a variety of length and structure. There is clear evidence that the writer is able to use subordinate structures, and is not limited to simple and compound sentences. Errors, if any, are isolated and relatively minor.

Middle (Ranked 6, 5 or 4). The sentences lack variety in length and structure. The writer is able to construct familiar sentence patterns, but is prone to error and avoids sophisticated structures, such as parallelism, subordination, etc. There is reasonable control of the comma, but semicolons and other marks of internal punctuation are absent or used incorrectly or indiscriminately.

Low (Ranked 3, 2, or 1). There are errors in sentence structure, grammar, punctuation such as to obscure the meaning or seriously impair the flow of ideas.

3. WORDS (PRECISION, VOCABULARY, LEVEL OF USAGE, SPELLING)

High (Ranked 9, 8, or 7). Words are used precisely and imaginatively. The vocabulary appears to be wide-ranging. Wordiness and pretentious diction are absent. The diction is specific and concrete where appropriate—not restricted to the abstract and general. The level of usage is consistent, neither too formal nor too informal (except for deliberate effect). Misspellings, if any, are few, and not "glaring".

Middle (Ranked 6, 5, or 4). The phrasing is standardized, ordinary – in other words, lacks freshness. There is evidence of imprecision and wordiness. There are inconsistencies in the level of usage, especially in the direction of overly informal expressions. Some jargon or pretentious diction is evident. Spelling is perhaps a noticeable problem, with some errors in regular words as well as in more difficult words.

Low (Ranked 3, 2, or 1). Imprecise and wrong words abound. The phrasing is vague, general, wordy. The level of usage is frequently too informal. Spelling is a definite problem. An essay written in an overly simplistic vocabulary may also get a Low rating, even if no word is clearly wrong. Similarly, excessive wordiness deserves a Low rating.

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.

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: 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. (For these courses a final grade will be assigned to either the 3rd course attempt or at the point of course completion.)</i>
CW	<i>Compulsory Withdrawal: 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.</i>

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.

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 the College web site in the Policy Section.