

	<p><b>School of Arts &amp; Science</b>  <b>ENGLISH DEPARTMENT</b>  <b>ENGL 164—001: Indigenous Literature</b>  <b>Mon. &amp; Wed. 10:00-11:20 a.m. Ewing 344</b>  <b>Winter 2013</b></p>
---	--

## COURSE OUTLINE

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

Ω Please note: the College electronically stores this outline for five (5) years only.  
It is **strongly recommended** you keep a copy of this outline with your academic records.  
You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

### 1. Instructor Information

(a)	Instructor:	Dr. Jodi Lundgren		
(b)	Office Hours:	Mon. 4-5; Wed. 12-1; and by appointment		
(c)	Location:	Paul 326		
(d)	Phone:	250-370-3342		
(e)	Email:	lundgrenj@camosun.bc.ca		

### 2. Intended Learning Outcomes

In reading literature, students will be encouraged to make connections, consider meaning, make and support inferences, and evaluate. At the end of the course students will be able to:

1. Analyze Indigenous literature from both the oral and written traditions.
2. Analyze Indigenous pre-contact literature in the genres of song, prayer, and storytelling by addressing their roles within Indigenous communities.
3. Analyze Indigenous literature in the post-contact period through the genres of poetry, fiction, non-fiction and drama.
4. Identify Indigenous literary forms, elements, and techniques.

In discussing literature, students will be given the opportunity to develop and communicate responses and interpretations using varied methods and resources. At the end of the course students will be able to:

1. Identify the continuing inter-relationship of Indigenous pre-contact literatures with the written tradition.
2. Examine Eurocentric notions of literal and figurative meaning in relation to Indigenous literature.
3. Use literary terms such as metaphor, irony, character, setting, and plot.
4. Describe the significance of differing literary interpretations from Native and non-Native perspectives.
5. Use vocabulary associated with analyzing fiction, poetry, drama, and non-fiction.
6. Analyze themes common to Indigenous literature.
7. Describe various literary theories that are relevant to the study of Indigenous literature (e.g. post-colonial theory, feminist theory, reader response theory, etc.).

In writing about literature, students will be able to explain, support, and illustrate points in essays. At the end of this course students will be able to:

1. Use a critical approach with appropriate language and terminology.
2. Clarify, articulate and support a position, while remaining open to, and acknowledging, other possible interpretations.
3. Evaluate specific literary techniques.
4. Employ close reading skills.
5. Use a scholarly essay form, including a thesis; topic sentences; argument and/or analysis; use of quotations; unified, coherent paragraphs and transitions; rhetorical strategies appropriate for purpose and audience; and effective introductions and conclusions.
6. Produce writing under exam or exam-like conditions.
7. Write clear, concise, effective prose, and know how to identify as well as correct common mechanical and grammatical errors.

In using information literacy skills, students will be able to:

1. Determine the nature and extent of the information needed.

2. Know what information resources are available, in different formats.
3. Use print and electronic resources effectively and efficiently.
4. Incorporate and integrate research through correct use of summary, paraphrase and quotation.
5. Document sources fully and ethically, according to specified bibliographic conventions.
8. Demonstrate how to resource Indigenous knowledge.

### 3. Required Materials

**English 164 Course Pack.** Available at Camosun Bookstore. (Contains stories, poetry, and essays.)

**Robinson, Eden. *Monkey Beach.*** Vintage Canada.

**Taylor, Drew Hayden. *Berlin Blues.*** Talonbooks.

- You will need a three ring binder for collecting class handouts and marked copies of your assignments.
- You need to set aside about \$10 for making copies of your essays for in-class workshops.
- You **must have access to a stapler** for when you hand in your assignments. The library has a stapler for students to use, but I don't carry one. Thanks for understanding.

I will distribute detailed instructions on each writing assignment as the course progresses. Be sure to keep a copy of all submitted assignments.

### 4. Course Content and Schedule

The following outline will give you a general overview of the class. The need to adjust the schedule will almost certainly arise, so pay attention to announcements in class and/or over email.

I will distribute detailed handouts in class as the course progresses. If you are ever in doubt as to what I expect of you, *please ask*.

Notes:

- CP=Course Pack
- Readings and assignments are **due** for the dates listed.
- **Be sure to bring the relevant and/or handouts books to every class.**
- Additional readings may be assigned as needed.

Date	Topics and Readings	Assignments
1.Mon. Jan.7	Introduction "Learning to Lie" icebreaker game	
2. Wed. Jan.9	<b>Oral storytelling</b> Read: from <i>Keeper'n Me</i> by Richard Wagamese (CP 1-8) -Intro. to Thomas King	Regular in-class writing in response to reading assignments.
3. Mon. Jan.14	Thomas King, "'You'll Never Believe What Happened' Is Always a Good Way to Start." (Audio; CP 9-23)	
4. Wed. Jan.16	Bill Reid, "The Raven and the First Men" CP 25-27	Oral story due for small group story-telling. (1)
5. Mon. Jan.21	Ida Williams, "Coyote Juggles His Eyes" (oral story--handout) <b>Short stories</b> John McLeod, "Shivering Tree" (CP 28-32) Jeannette Armstrong, "This is a Story" (CP 33-36)	
6. Wed. Jan.22	Jordan Wheeler, "A Mountain Legend" CP (37-40)	
7. Mon. Jan. 28	Writing about Literature; Sample Essay (D2L).	Short story response due (2.1)
8. Wed. Jan.30	Richard Van Camp, "Mermaids" (CP 41-49)	
9. Mon. Feb.4	Peer feedback sessions.	<b>Short story essay draft due (2.2)</b>
10. Wed. Feb.6	Editing your paper for grammar and punctuation.	
Mon. Feb.11	FAMILY DAY—NO CLASS	
11. Wed. Feb.13	<b>Intro to Drama</b> Drew Hayden Taylor, "Alive and Well: Native Theatre in Canada" (CP 56-60)	In-class summary exercise <b>Final revised short story essay due (2.3)</b>

12. Mon. Feb.18	<i>Berlin Blues</i> , Act One	Dramatic reading
14. Wed. Feb.20	<i>Berlin Blues</i> , Act Two	Dramatic reading
15. Mon. Feb.25	<i>Berlin Blues</i> discussion	
16.Wed. Feb.27	Midterm exam	
17.Mon. Mar.4	<b>Novel</b> Intro. to <i>Monkey Beach</i> , 1-19	
18. Wed. Mar.6	<i>Monkey Beach</i> , Part 1: 1-138	Novel responses (4.1)
19. Mon. Mar.11	<i>Monkey Beach</i> , Part 2: 139-294	
20. Wed. Mar.13	<i>MB</i> , Parts 3 & 4 295-374	
21. Mon. Mar.18	<i>MB</i> , cont'd	
22.Wed.Mar.20	Novel assignment peer response session	Novel assignment draft due (4.2)
23. Mon. Mar.25	<b>Intro to Poetry: CP 61-64</b> Chief Dan George "A Lament for Confederation" CP 65-66 Duke Redbird, "Beaver" CP 67-68 Sarain Stump, "It's with terror" and "I was mixing" CP 69-70 Tappage, "Tyee—Big Chief" CP 71	
24. Wed.Mar.27	Tappage, "The Lillooets" CP 71 Pauline Johnson, "Cattle Thief" CP 72-73	Final novel assignment due (4.3)
25. Mon. Apr.1	EASTER MONDAY—NO CLASS	
26. Wed. Apr.3	Group poetry work.	(5)
27. Mon. Apr.8	Group poetry presentations	(5)
28. Wed. Apr.10	Group poetry presentations.	
April 15-20, 22, 23	FINAL EXAM IN EXAM PERIOD: TBA	(6)

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

1. Oral Story & responses	5%	Jan.16
2. Short Story Essay	Response(s) 5%	Jan. 28
	Draft --*	Feb. 4
	Final 15%	Feb.13
3. Dramatic reading	--*	Feb.18, Feb.20
4. Midterm exam	10%	Feb.27
5. Novel Responses (written & oral)	10%	Mar.6-Mar.18
6. Novel assignment	Draft --*	Mar.20
	Final 15%	Mar.27
5. Group Poetry Presentation (oral and written)	10%	Apr.3, Apr.8, Apr.10
6. Final Exam	20%	In exam period: Apr.15-20, 22, 23

7. Participation 10% ongoing  
(includes oral story responses, group work, peer critiques, informal in-class writing, dramatic reading, etc.)

\*These assignments form part of the Participation grade. Note that being unprepared for a scheduled workshop results in both lost participation points and a 10% deduction from the final grade for the assignment. See "Policies" below.

**Note:** In-class writing—including tests and exams—can be made up only by prior arrangement and with valid documentation (such as a doctor's note) explaining your absence. The final exam will take place during exam period, Apr. 15-20, 22, 23. **Please ensure that you do not make travel plans until after the exam schedule is announced**—approximately half-way through the semester.

## 6. Grading System

(No changes are to be made to this section unless the Approved Course Description has been forwarded through the Education Council of Camosun College for approval.)

### 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	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](http://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:</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. (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.)
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.

## 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 the College web site in the Policy Section.

### Format

All assignments written outside of class must be **typed** (word processed) and **double-spaced** using a **standard 12 point font**. Use **one-inch margins** all around. **Number** pages in the top right hand corner and use your **last name** as a header. **Staple your papers in the top left-hand corner**. I cannot accept papers by email unless otherwise stated. Use the **MLA Style** to document sources: see <http://owl.english.purdue.edu/owl/resource/747/01/>. Also follow the MLA Style by providing the following details on the first page of your essays: your name, the instructor's (my) name, the course name and number, the date, and a specific, relevant title for your paper. "Essay 1" is too vague, and repeating the title of sources you are writing about (e.g. "Harry Potter" for an essay about *Harry Potter*) is inaccurate. For a sample heading, see <http://owl.english.purdue.edu/owl/resource/747/01/>

### Policies

\*It is our shared responsibility to develop and maintain a **positive learning environment** for everyone. As a fellow learner, you are asked to respect the learning needs of your classmates and assist your instructor in achieving this critical goal.

\* **Assignments are due at the beginning of class** on the due date (unless scheduled to be written in class). **Once** during the semester, you may hand in an out-of-class, final draft assignment up to three days late (not including weekends), taking a 5% deduction. After this cut-off point, you will forfeit the assignment and receive a 0. No further late assignments will be accepted. In the event that illness or emergency affects your ability to meet a deadline, contact me *as early as possible* and obtain documentation from a person in authority.

\* When outlines or drafts are required for in-class workshops, either missing the workshop or coming to class without an outline or draft (as specified) will result in an **automatic deduction of 10%** from the final draft grade. This penalty underlines the importance both of writing as a process and of being accountable to your classmates, whose participation grades may depend on their peer reviews of your work.

\* A significant portion of your grade for this course is based on **participation**. In order to engage effectively in class discussions and activities, you will need to be **present, prepared, alert, and willing**. In-class work depends on interaction with your fellow students in the classroom and cannot be made up. Thus, each missed class activity will have a detrimental effect on your participation grade. Attendance will be recorded.

\* **Plagiarism**, the act of presenting the words, ideas, or data of another as if they were your own, is an **academic crime**. Camosun College's Student Conduct Policy covers both academic honesty and student behaviour and is outlined on pages 20-22 of the 2012/2013 Camosun College Calendar. See also the red sheet prepared by the Anti-Plagiarism Committee in the English Department. Please see me at any point if you are unsure about your use of sources, or if you are having so much difficulty writing that you are tempted to use someone else's work.

\* **Disability Resource Centre** provides support services to students with a broad range of disabilities to ensure equitable access to post-secondary opportunities. Students with documented disabilities requiring academic and/or exam accommodation should schedule an appointment with Disability Resource Centre as early as possible. If you expect to receive accommodations from the instructor, you must provide me with your DRC form early in the semester.

Lansdowne Campus: ID 202. Phone: 250-370-3312.  
TTY/TDD: 250-370-3311.  
Interurban Campus: CC 210. Phone: 250-370-4049  
TTY/TDD: 250-370-4051

### A Final Word

A smoothly functioning class depends on clear communication all around. Please get in touch with me whenever you want to discuss your ideas, the assignments, my comments, the classroom dynamics, or any other subject related to the class or your work generally. I check email regularly, and I encourage you to visit me in my office hours. Book an appointment to ensure a spot, or just drop by.