



## 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: Christine Kirchner
(b)	Office Hours: Wednesdays: 2:00 p.m. – 3:30 p.m.; Thursdays: 11:30 a.m. – 1:30 p.m. or by appointment.
(c)	Location: Paul 226
(d)	Phone: 250-370-3329
(e)	Email: kirchner@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.
6. Demonstrate how to resource Indigenous knowledge.

### 3. Required Materials

- (a) **Texts:** Daniel David Moses, Terry Goldie, and Armand Garnet Ruffo (2013)  
4<sup>th</sup> Edition. *An Anthology of Canadian Native Literature in English*.  
Publisher: Oxford University Press.

Joseph Boyden (2008). *Through Black Spruce*. Publisher: Penguin Canada.

Tomson Highway (1988). *The Rez Sisters: A Play in Two Acts*. Publisher:  
Fifth House Ltd.

- (b) **Other:** English 164 Winter 2015 Course Package

### 4. Course Content and Schedule

**Class Meets:** Thursdays, 1:30 p.m. - 4:20 p.m. in Ewing 344.

**Course Description:** This course examines both the oral and literary traditions of Aboriginal people. Students begin to study and analyze Indigenous literature from North America. They read and discuss a novel, short stories, poems, and plays by Aboriginal writers and write about these works in journals, essays, and tests.

## CLASS SCHEDULE

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**Thurs., Jan. 8** Course Introduction.

Oral Storytelling

Read pp. 3-4: "You Become the Trickster" by Lee Maracle in the English 164 Winter 2015 Course Package (CP).

Read pp. 5-7 (CP).

"Learning to Lie" icebreaker game.

Oral Storytelling cont'd:

Thomas King, "'You'll Never Believe What Happened': is Always a Good Way to Start" (Audio).

**Thurs., Jan. 15** **Oral story due for small group storytelling (5%).**

Read pp. 208-211: Thomas King, "'You'll Never Believe What Happened': The Truth About Stories" in *An Anthology of Canadian Native Literature* (Anthology).

Read pp. 464-470 Richard Wagamese, "From Keeper'n Me" (Anthology).

Read p. 8 "Discussion Questions on Thomas King and Richard Wagamese" (CP)

**Thurs., Jan. 22** Short Stories:

Read pp. 291-298: John McLeod, "The Shivering Tree" (Anthology).

Read pp. 13-19 (CP).

Read pp. 610-618: Richard Van Camp, "Mermaids" (Anthology).

Read pp. 9-10 "Discussion Questions on 'Mermaids' by Richard Van Camp" (CP).

**Thurs., Jan. 29** Read pp. 39-48 "Short Story Essay Assignment" (CP).  
Read pp. 322-327: Lee Maracle, "Yin Chin" (Anthology).  
Read pp. 150-156: Richard G. Green, "The Last Raven" (Anthology).  
Read pp. 11-12 "Discussion Questions on 'The Last Raven' by Richard G. Green" (CP).

**Thurs., Feb. 5** Read pp. 522-528: Drew Hayden Taylor, "Someday" (Anthology).  
Read pp. 518-522: Drew Hayden Taylor, "Pretty Like a White Boy: The Adventures of a Blue Eyed Ojibway" (Anthology).

Read pp. 200-208: Thomas King, "The One About Coyote Going West" (Anthology).  
Read pp. 21-38 (CP).

**Thurs., Feb. 12** *READING BREAK. COLLEGE CLOSED.*

**Thurs., Feb. 19** **Short Story Test (10%).**

Introduction to Drama:

Read pp. 55-57: Drew Hayden Taylor, "Alive and Well: Native Theatre in Canada" (CP).  
Read: Tomson Highway, *The Rez Sisters*.  
Read pp. 59-60 "Critical Questions For Reading Plays" (CP).

"Essay Assignment on the play, *The Rez Sisters*" --Class Handout.

**Thurs., Feb. 26** Read: Tomson Highway, *The Rez Sisters*, cont'd.  
Read pp. 61-62 "Canada, My Canada" by Tomson Highway (CP).  
Read pp. 63-64 "A Note on *The Rez Sisters* by Tomson Highway" (CP).

**Thurs., Mar. 5** **Short Story Essay (15%) is due at the beginning of class.**

The Novel:

Read: Joseph Boyden, *Through Black Spruce*.  
Read pp. 67-71 "Guide for the Study of Novels" (CP).  
Read pp. 73-74 (CP).

Read pp. 79-88 "Novel Essay Assignment" (CP).

**Thurs., Mar. 12** Read: Joseph Boyden, *Through Black Spruce*, cont'd.  
Read pp. 75-78 "Walk to Morning" (CP).

Poetry: The following poems are in the Anthology.

Read pp. 40-41: E. Pauline Johnson, "The Song My Paddle Sings."  
Read pp. 37-38: E. Pauline Johnson, "The Cattle Thief."  
Read pp. 272-273: Beth Cuthand, "Post-Oka Kinda Woman."

Read pp. 91-101 (CP).

**Thurs., Mar. 19** **Essay on the Play, *The Rez Sisters* (15%), is due at the beginning of class.**

Read pp. 103-104 "Poetry: Ten-Minute Oral Presentations" (CP).  
Sign up for Poetry Presentations.

Read pp. 386-387: Daniel David Moses, "The Sunbather's Fear of the Moon."  
Read pp. 136-138: Duke Redbird, "The Beaver."  
Read pp. 383-384: Duncan Mercredi, "big bear."  
Read pp. 123-124: Rita Joe, "I Lost My Talk."  
Read pp. 125-126: Rita Joe, "The Lament of Donald Marshall Jr."  
Read pp. 222-223: Wayne Keon, "for donald marshall."  
Read pp. 415-416: Louise Halfe, "The Heat of My Grandmothers."  
Read pp. 436-438: Beth Marilyn Dumont, "Squaw Poems."  
Read pp. 446-447: Marvin Francis, "mcPemmican."

**Thurs., Mar. 26** **Essay on the Novel, *Through Black Spruce* (20%), is due at the beginning of class.**

Film: *The Whale Rider*.

**Thurs., Apr. 2 Group Poetry Oral Presentations (10%).**

**Thurs., Apr. 9 Group Poetry Oral Presentations cont'd.**

Discussion about the final exam

Last class of the course.

**Exam Period Final Exam (20%)**

(See exam  
schedule for  
date and location)

## 5. Basis of Student Assessment (Weighting)

Evaluation will be based on the following:

- Oral Story and Responses (5%) Due **Thurs., Jan. 15.**
- Short Story Test: (10%) **Thurs., Feb. 19.**
- Short Story Essay: 750-1000 words (15%) Due **Thurs., Mar. 5.**
- Essay on the Play: *The Rez Sisters*: 750-1000 words (15%) Due **Thurs., Mar. 19.**
- Essay on the Novel: *Through Black Spruce*: 1000-1200 words (20%) Due **Thurs., Mar. 26.**
- Group Poetry Oral Presentations (10% -includes peer evaluation)  
**Thurs., Apr. 2 & Thurs, Apr. 9.**
- **Final Exam (20%) During scheduled exam period.**
- **Participation: attendance, preparation, contribution to class discussions, & participation in discussion groups (5%) on-going.**

### Notes:

- i. All assignments must be handed in at the scheduled time – at the beginning of class, on the date they are due. Any exceptions must be requested in advance and will be granted only in special circumstances. Late papers will be docked a grade (5%) per day, including weekends.
- ii. 80% attendance is required to perform adequately in the course. You cannot learn from the course and participate in class activities if you do not attend. Repeated absences will result in my request that you drop the course. Assignments will not be accepted from students who miss more than 25% of classes.
- iii. **No cell phones, laptops, or other electronic devices are permitted during class without permission.** If you cannot comply with this regulation, you will be asked to leave the class. Accessing any electronic device during an exam or in-class assignment constitutes a violation of the student conduct policy and will result in a grade of zero on the assignment.
- iv. The penalty for plagiarism, both intentional and unintentional, is a grade of zero on the assignment. Plagiarism includes the following: submitting part or all of an assignment written by someone else; copying and pasting one or more passages (even a few words) from another source without correct documentation; and paraphrasing that too closely resembles the original in either form or content.

## 6. Grading System

### 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. <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>
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.

