



## 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: Julian Gunn
(b)	Office Hours: Thursdays: 12:30 p.m. – 2:30 p.m.; Fridays: 2:30 p.m. – 3:30 p.m.; or by appointment.
(c)	Location: Paul 322
(e)	Email: <a href="mailto:gunnj@camosun.bc.ca">gunnj@camosun.bc.ca</a>

### 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.

- 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:

- Determine the nature and extent of the information needed.
- Know what information resources are available, in different formats.
- Use print and electronic resources effectively and efficiently.
- Incorporate and integrate research through correct use of summary, paraphrase and quotation.
- Document sources fully and ethically, according to specified bibliographic conventions.
- Demonstrate how to resource Indigenous knowledge.

### 3. Required Materials

**(a) Texts:**

Moses, Daniel David, Terry Goldie, and Armand Garnet Ruffo. *An Anthology of Canadian Native Literature in English*. 4<sup>th</sup> Ed. Oxford UP: Don Mills, 2013.

Robinson, Eden. *Monkey Beach*. (Any edition)

Other readings will be handed out in class and/or posted to D2L.

### 4. Course Content and Schedule

**Class Meets:**

Wednesdays, 10:00 a.m. - 11:20 a.m. in Young 220

Fridays 9:30 a.m. – 10:50 a.m. Fisher 310

**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 an exam.

### CLASS SCHEDULE

*This schedule is provisional and is subject to change as the term progresses.*

Week and Topics	Readings Due	Assignments Due
<b>Week 1 (Jan 11-15)</b>  <b>Wednesday: Course Introduction</b>  <b>Friday: Orature</b>	<ul style="list-style-type: none"> <li>Orature handout</li> </ul>	Blog post on orature
<b>Week 2 (Jan 18-22)</b> <b>Wednesday: Orature</b>  <b>Friday: Small Group Storytelling</b>	<ul style="list-style-type: none"> <li>Lee Maracle "You Become the Trickster" (class handout)</li> <li>Thomas King, "You'll Never Believe What Happened: The Truth About Stories" (Anthology 208-211)</li> <li>Basil H. Johnston "One Generation from Extinction" (106-110)</li> </ul>	<b>Oral story and small group storytelling (5%)</b>
<b>Week 3 (Jan 25-30)</b> <b>Introduction to Short Stories</b>	<ul style="list-style-type: none"> <li>Richard Wagamese, "From Keeper'n Me" (Anthology 464-470)</li> <li>John McLeod, "The Shivering Tree" (291-298).</li> <li>Richard Van Camp, "Mermaids" (610-618)</li> </ul>	Blog post on short stories

<b>Week 4 (Feb 1-5)</b> <b>Teaching Stories</b>	<ul style="list-style-type: none"> <li>• Louis Bird “Wihitigo, or the Consequences of Not Listening” (127-129)</li> <li>• Lee Maracle, “Yin Chin” (Anthology 322-327)</li> <li>• Emma Lee Warrior “Compatriots” (175-182)</li> </ul>	
<b>Week 5 (Feb 8-12)</b> <b>Humour</b>	<ul style="list-style-type: none"> <li>• Drew Hayden Taylor, “Pretty Like a White Boy: The Adventures of a Blue Eyed Ojibway” (518-522).</li> <li>• Thomas King, “The One About Coyote Going West” (200-208)</li> </ul>	<b>Blog post on humour</b>
<b>Week 6 (Feb 15-19)</b> <b>Wednesday: Introduction to Drama</b>	<ul style="list-style-type: none"> <li>• Drew Hayden Taylor, “Alive and Well: Native Theatre in Canada” (class handout)</li> <li>• Tomson Highway, <i>Aria</i> (Anthology 335-352)</li> </ul>	
<b>Friday</b>	<b>No class – Reading break</b>	
<b>Week 7 (Feb 22-26)</b> <b>More on Drama</b>	<ul style="list-style-type: none"> <li>• Tomson Highway, <i>Aria</i> (Anthology 335-352)</li> </ul>	<b>Friday, Feb., 26</b> <b>Short Story Assignment Due (10%)</b>
<b>Week 8 (Feb 29-Mar 4)</b> <b>Wednesday: Drama</b>	<ul style="list-style-type: none"> <li>• Tomson Highway, <i>Aria</i> (Anthology 335-352) (con’t)</li> <li>• Tomson Highway on drama (class handouts)</li> </ul>	Blog post on drama
<b>Friday: Introduction to the Novel</b>	<ul style="list-style-type: none"> <li>• Eden Robinson, <i>Monkey Beach</i></li> </ul>	
<b>Week 9 (Mar 7-11)</b> <b>Approaching the Novel</b> <b>The Gothic</b>	<ul style="list-style-type: none"> <li>• Eden Robinson, <i>Monkey Beach</i></li> <li>• Readings on the novel (class handouts)</li> </ul>	<b>Friday, March 11</b> <b>Drama Assignment Due (15%)</b>
<b>Week 10 (Mar 14-18)</b> <b>Wednesday: Introduction to Poetry</b>	<ul style="list-style-type: none"> <li>• E. Pauline Johnson, “The Song My Paddle Sings” (40-41) and “The Cattle Thief” (37-38)</li> <li>Rita Joe “I Lost My Talk” (123)</li> </ul>	Blog post on novel
<b>Friday: Contemporary Poetry</b>	<ul style="list-style-type: none"> <li>• Louise Halfe, “Body Politics” (408) and “The Heat of My Grandmothers” 415)</li> </ul>	
<b>Week 11 (Mar 21-25)</b> <b>Wednesday: Poetry</b>	<ul style="list-style-type: none"> <li>• Gregory Scofield, “Nothing Sacred” (569) and “Morning in the White Room” (575)</li> </ul>	Sign up for group poetry presentations
<b>Friday</b>	<b>No class</b>	
<b>Week 12 (Mar 28 – Apr 1)</b> <b>Wednesday: Screen (Film and TV)</b> <b>Friday: Presentation practice</b>	<ul style="list-style-type: none"> <li>• Film and TV clips (TBA)</li> </ul>	<b>Friday, Apr. 1</b> <b>Novel Assignment Due (20%)</b>
<b>Week 13 (Apr 4-8)</b> <b>Poetry Presentations</b> <b>Film and TV discussion</b>	<b>Weds &amp; Fri</b> <b>Group Poetry Presentations (10%)</b>	
<b>Week 14 (Apr 11-15)</b> <b>Wednesday: Poetry Presentations</b> <b>Friday: Review and exam preparation</b>	<b>TBA</b>	

<b>FINAL EXAM</b> <i>Exam period</i>	<b>Final Exam (25%)</b>
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## 5. Basis of Student Assessment (Weighting)

Evaluation will be based on the following:

- **Oral Story and Responses (5%) Due Fri., Jan. 22**
- **Short Story Assignment (750-1000 words) (10%) Due Fri., Feb. 26**
- **Drama Assignment (15%) Due Fri., Mar. 11**
- **Novel Assignment (2000 - 2500 words) (20%) Due Fri., Apr. 1**
- **Group Poetry Oral Presentations (includes peer evaluation) (10%) Due Weds Apr. 6 / Fri. Apr. 8**
- **Final Exam (25%)** During scheduled exam period
- **Blog Posts / Journals (10%)** Ongoing (5) – all posts / journal entries must be completed by **Fri., Apr 15** to be included in your final grade
- **Participation (5%)** Ongoing – includes attendance, preparation, contribution to class discussions, in-class writing & participation in discussion groups

### 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 penalized (5%) per day, including weekends. Extensions will not be granted on papers that are already late.
- 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. Please do not arrive late for class. It disrupts the learning experience of the other students.
- 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. Multiple instances of plagiarism will result in failure in the course and possible academic action.

## 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.