



## 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:	Tuesday 1:30-3:30; Thursday 1:30-2:30; or by appointment
(c)	Location:	Paul 318
(d)	Email:	gunnj@camosun.bc.ca

Hi, I'm Julian Gunn. I have been a visitor in Lkwungen territory for 26 years, but I was born in Prince George, on Lheidli T'enneh territory. My ancestors are from England, Scotland, and Wales. I have a master's degree in English literature from UVic. This is my favorite class to teach, and I feel lucky to be able to spend this time with you.

Below, you'll find the learning outcomes Camosun College has established for the course.

### 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:

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 Meetings

<b>Tuesdays</b>	11:30am – 1:00pm	Fisher 214
<b>Thursdays</b>	11:30am – 1:00pm	Young 220

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

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

**Evaluation will be based on the following:**

Assignment	Value	Due Date
Journal Entries	15%	Ongoing – Due on Sundays by 11:59pm
Oral Story and Response	5%	September 14
Short Author Presentation	5%	Weekly
Drama Assignment (1200 words)	15%	October 26
Group Poetry Presentation	10%	November 28 & 30
Novel Research Assignment (2000 words)	20%	December 7
Final Exam	20%	Exam period (TBA)
Participation	10%	Ongoing

#### Notes

**Extensions and late penalties.** Here's the secret trick about extensions in this class. If you ask for an extension 48 hours in advance of the due date, my answer is always yes. You don't need a note or an excuse – your good time management is rewarded. If you ask less than 48 hours in advance, you'll need a very good reason.

All assignments must be handed in at the scheduled time – at the beginning of class, on the date they are due, on paper. Late papers will be penalized 5% per day, including weekends. Extensions will not be granted on papers that are already late.

**Attendance.** Class discussion is the foundation of the course experience. Assignments and exams will depend on what we discussed in class. Repeated absences will make it difficult for you to pass the course. In the same spirit, please do not arrive late for class. It disrupts the learning experience of the other students.

That said, I know you have a life outside of the classroom, and responsibilities to community, work, and family. If you know that a scheduling conflict will arise, just discuss it with me in advance.

**Devices.** It is my strong preference that you do not use any electronic devices unless they are required for accessibility reasons.

One exception: you may read assigned in-class reading electronically (on a table or laptop). However, studies show that reading on paper is better for recall.

No cell phone use is permitted during class. Please do not take phone calls or check messages during class. If you have an urgent message, please leave the room to deal with it.

**Plagiarism.** 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.

If you're ever not sure whether something is plagiarism or not, show me and I will tell you.

## 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. (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.)

<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 the College web site in the Policy Section.