COURSE OUTLINE

The Approved Course Description is available on the web @ www.camosun.ca
Please note: this outline will be electronically stored for five (5) years only. It is therefore <u>strongly</u> recommended students keep this outline for their records.

1. Instructor Information

(a)	Instructor:	Loren Sahara
(b)	Email:	c0467669@camosun.bc.ca
(c)	Assistant Inst.	Robert Mahikwa
(d)	Email:	robert.mahikwa@online.camosun.ca
(c)	Class Location:	D2L
(d)	Course Website:	D2L

2. Territory Acknowledgement

Camosun College campuses are located on the traditional territories of Lkwungen and W̱SÁNEĆ peoples, to whom we acknowledge our gratitude for allowing us to live, laugh, and learn on their traditional territories.

3. Course Description

An updated course description can be found at www.camosun.ca

4. Intended Learning Outcomes

Upon successful completion of this course a student will be able to:

- Describe colonization and the impact of this process on Indigenous Peoples of BC and Canada and on your experience with Indigenous Peoples;

- Evaluate and articulate the ways in which your values and beliefs align or conflict with Indigenous ways of seeing, being, doing, and relating;

- Identify and describe similarities and differences between, and across, Indigenous worldviews and settler worldviews.

- Identify and build on practices/ways that foster mutually respectful relationships in community and the workplace.

5. Required Materials

All required materials will be provided on D2L

6. Plagiarism

Plagiarism occurs in a number of ways such as when students:

(1) submit work that is not their own original work or work that the student themselves did not write, this would include paying someone else to write the paper for the student.

(2) cutting/pasting someone else's work without citing and referencing this material using APA.

(3) submitting an assignment that was previously submitted in another course.

Plagiarism will result in a F grade in the assignment, and may result in an immediate F in the course. It is the student's responsibility to be aware of Camosun's policies on plagiarism located at http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.1.pdf

7. Confidentiality Policy

In this course all personal stories and personal information shared by anyone in the class must to be held in strict confidentiality (meaning, not shared with anyone else, particularly outside of this course) unless in cases where a *Duty to Report* occurs.

8. Course Schedule

Week ##	Dates	Titles	Topics	Online Posts. Assignments, and Due Dates	Virtual Learning Circles Assignments, and Due Dates
Week #1	May 04-10	Introduction	Storytelling and Oral Traditions	**Online Discussion**	**Virtual Classroom** Friday May 8 2020 11:30am-1:30pm Blackboard Collaborate
Week #2	May 11-17	Land	Territorial Acknowledgement	**Online Discussion**	--
Week #3	May 18-24	Creation	Creation Stories	**Online Discussion**	--
Week #4	May 25-31	Harm **Content Warning**	Indian Act	**Learning Synthesis: Online Discussion**	--
Week #5	Jun 01-07	Darkness **Content Warning**	Indian Residential Schools	**Learning Synthesis: Virtual Class →**	**Virtual Classroom** Friday June 5 2020 11:30am-1:30pm Blackboard Collaborate
Week #6	Jun 08-14	Loss **Content Warning**	Loss	**Learning Synthesis: Online Discussion**	--
Week #7	Jun 15-21	Healing	TRC, UNDRIP, MMIWG	**Learning Synthesis: Online Discussion**	--
Week #8	Jun 22-28	Myths	Stereotypes, Racism, Media, Truth-Telling	--	**Learning Synthesis Paper** Fri Jun 26 by 11:59PM
Week #9	Jun 29-Jul 5	Relationships	Treaties	--	**Virtual Classroom** Friday July 3 2020 11:30am-1:30pm Blackboard Collaborate

Week #10	Jul 6-12	Resistance	Broken Promises, Mixed Messages	--	--
Week #11	Jul 13-19	Allies	Paddling Together	**Online Discussion**	--
Week #12	Jul 20-26	Two-Worlds	Two-Eyes Seeing	**Online Discussion**	**Online Discussions Weeks 2-3 & 11-12** ends Sun Jul 26 by 11:59PM
Week #13	Jul 27-Aug 2	Revitalization	Language, Culture, Education, Media, Art and Music	--	**Virtual Classroom** Friday June 31 2020 11:30am-1:30pm
Week #14	Aug 3-9	Reconciliation	A Path Forward	--	**Pictorial Analysis (35%)** – Sat Aug 08 by 11:59PM

CONTENT WARNING Topics in this course include *violence and harm against Indigenous women and children, loss of land and identity, intergenerational trauma, residential schools, suicide/self-harm, addictions, poverty,* and other potentially difficult topics most students may find triggering, which may also evoke a range of emotional responses. Students are encouraged to check-in with the Instructor, Elders, or the counselling service department if this occurs.

9. **Basis of Student Assessment and Weighting (details outlined below this chart)**

Assignment #	Name	Grade	Due Date
ongoing	Virtual Classroom Learning Circles (Blackboard Collaborate)	10% (*each session is worth 2.5%* x 4)	Week #1 Fri May 08 11:30am-1:30pm Week #5 Fri Jun 05 11:30am-1:30pm Week #9 Fri Jul 03 11:30am-1:30pm Week #13 Fri Jul 31 11:30am-1:30pm
Assignment #1	Online Discussion Posts Weeks 1-3 & 11-12	25% (*each week is worth 5% x 5*)	Initial Posts (IP) due Fridays 11:59PM Peer Response Posts (PRP) due Sundays 11:59PM
Assignment #2(a)	Learning Synthesis: Weeks 4-7	12% (*see details below*)	Initial Posts (IP) due Sundays 11:59PM Peer Response Posts (PRP) are optional
Assignment #2(b)	Learning Synthesis: Synthesis Paper	18%	on or before 11:59PM Fri Jun 26
Assignment #3	Pictorial Analysis	35%	on or before 11:58PM Sat Aug 08 **no extensions**

Virtual Classroom Learning Circles (2.5% x4 sessions = 10%)

Week #1: Friday May 08 11:30am-1:30pm (join using Blackboard Collaborate)
Week #5: Friday June 05 11:30am-1:30pm (join using Blackboard Collaborate)
Week #9: Friday July 03 11:30am-1:30pm (join using Blackboard Collaborate)
Week #13: Friday July 31 11:30am-1:30pm (join using Blackboard Collaborate)

These online sessions are intended for us to check-in as a circle, discuss the assignments, and review course content and topics together as a group. These sessions are meant to be light-hearted, highly informative, and culturally-rooted.

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Assignment #1 – Online Discussion Posts (20%)
Weeks: 1-3 & 11-12
Initial Posts (IP) Due: <u>on or before 11:59PM of the Fridays for that week</u>
Peer Responses Post (PRP) Due: <u>on or before 11:59PM of the Sundays for that week</u>

The purpose of this assignment is to help building a sense of community among all members of our circle, as well as engage in peer-to-peer discussion and reflection.

Each of the above identified weeks will include a discussion prompt on D2L. Students are to review the discussion prompt and then upload your individual **Initial Post (IP)** outlining your response to the discussion post for that week. Next, students will review other people's IPs and then upload at least one **Peer Response Post (PRP)** in response to someone else's IP.

Initial Post (IP) criteria and grading:
⇒ IPs <u>must</u> be at least 250 words.
⇒ IPs <u>must</u> be a direct response to the discussion prompt.
⇒ <u>IPs are worth a maximum of 3% of your final grade each week for a total = 12%</u>

Peer Response Post (PRP) criteria and grading:
⇒ PPRs <u>must</u> be at least 150 words.
⇒ PPRs <u>must</u> be in direct response to another person's IP.
⇒ <u>PRPs are worth a maximum 2% of your final grade each week for a total = 8%</u>

Notes:
⇒ you must first post your own IP to D2L in order for you to see other's IPs and PRPs.

Late penalties will apply (-5% off of the total percentage for the assignment) per day each post that comes in late. Student must notify the Instructor at least 2 days (48-hours) prior to a due date of each post with a request for accommodation, if needed.

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Assignment #2a – Learning Synthesis: Online Posts (12%)
Weeks: 4-7
Discussion Posts (DPs) Due: <u>on or before Sundays by 11:59PM for that week</u>

The purpose of this assignment to in engage in peer-to-peer discussion and reflection, followed by a demonstrated <u>synthesis</u> of your own learning and understanding of Indigenous Peoples, the history of colonization in Canada, and the importance of de-colonization.

For Weeks 4-7, review the weekly course materials (readings, websites, videos, etc) and then provide a Discussion Post (DP) on D2L for that week.

Discussion Posts (DP) criteria and grading:
⇒ DPs <u>must</u> be at least 250 words (not including the reference list at the end of the post.

⇒ DPs <u>must</u> be a direct response to the discussion prompt.

⇒ DPs <u>must</u> include at least 2 sources from the course readings for that week.

⇒ DPs <u>must</u> therefore include APA citations and a reference list at the end of the post.

⇒ Note: Peer Response Posts (PRP) are unmarked/optional for this assignment.

Notes:

⇒ each post is worth a max 4%. All four posts will be marked and the <u>three posts</u> with the highest marks will be make up the final 12% of your grade in the assignment/course.

⇒ also, you must first post your own IP to D2L in order for you to see other's IPs and PRPs.

Late penalties will apply (-5% off of the total percentage for the assignment) per day each post that comes in late. Student must notify the Instructor at least 2 days (48-hours) prior to a due date of each post with a request for accommodation, if needed.

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Assignment #2b – Learning Synthesis Paper (18%)
Learning Synthesis Due: <u>on or before Friday Jun 26th by 11:59PM</u>

A *Learning Synthesis* is a synthesis of your learning from week 4, 5, 6, and 7 all together. A learning synthesis is <u>not</u> simply a summary of your learning, nor is it a reiteration of the course materials you read or discussed online or during the virtual learning circles.

Your *Learning Synthesis Paper* will be graded based on the following criteria:

Learning (7%)

⇒ A learning synthesis is <u>not</u> simply a reiteration or summarize what you read or discussed or heard. A synthesis <u>is</u> a reflection on what you learned <u>as a result</u> of your experience with course materials, discussions, and virtual learning circle throughout weeks 4-7. Please focus on the <u>outcomes</u> of what your learned during these weeks.

Application (7%)

⇒ In your application, discuss how you will apply this new knowledge into your personal life, professional practice, and/or academic studies going forward. Use plenty of personal statements ("I-statements") and specific examples.

⇒ **Formatting (4%):** APA-formatted, 3-5 pages (plus title page and reference page) and must include <u>at least 3 readings</u> from Weeks 4, 5, 6, and/or 7.

⇒ **Sub-headings:** to help with paper organization, students are <u>highly</u> encouraged to use *sub-headers* (no more than one sentence) to separate each section of their paper (for example *Introduction, New Learning about Colonization and Indigenous Peoples in Canada, Application/Next Steps, Conclusion).*

Students will submit their assignment in a Word (.docx) format to the assignment dropbox on D2L.

Late penalties will apply (-5% off of the total percentage for the assignment) per day that the assignment is late. Student must notify the Instructor at least 2 days (48-hours) prior to the assignment due date with a request for accommodation, if needed.

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Assignment #3 – Pictorial Analysis (35%)

Due Date: on or before Saturday August 08 by 11:59PM **no extensions can be provided****

The purpose of this final major assignment to fully demonstrate your clear and critical understanding of Colonization, Truth-Telling, and Reconciliation.

As the major final paper for this course, the grading expectation are higher than previous assignments. It is therefore recommended that students attend to this final paper like *open-book final exam.*

Your Pictorial Analysis will be marked based on the follow criteria within the context of this course:

- **Colonization (7%)**: select an image (or create an image) representing *colonization in Canada and Indigenous Peoples* with particular focus on the readings, learnings, and discussions from weeks 4-6; and provide a critical rationale for your decision, and specific examples.

- **Truth-Telling (7%)**: select an image (or create an image) representing the importance of *telling the truth about Canada's history involving Indigenous Peoples,* with particular focus on the course materials from weeks 7-10; and provide a critical rationale for your decision, and specific examples.

- **Reconciliation (7%)**: select an image (or create an image) representing *reconciliation between Indigenous Peoples and Canada,* with particular focus on the course materials from weeks 11-14; and provide a critical rationale for your decision, and specific examples.

- **Life Application (6%)**: discuss how you will apply this knowledge into your life such as personally, professionally, or academically going forward. Use plenty of I-statements and specific examples.

- **Clarity, Structure, and Organization (4%):** To help with organization, students are highly encouraged to use *sub-headings* (no more than one sentence) above each section of their paper, for example *Colonization, Truth-Telling, Reconciliation, Applications.*

- **Format (4%):** APA-formatted 4-6 pages (max 8 pages) plus a title page and reference page, and must include at least 4 readings from throughout the entire course.

Students will submit their assignments in a Word (.doc) format to the corresponding assignment drobox on D2L.

**Note: due to the short turnaround time in which final grades must be uploaded to the college, there can be no deadline extensions for this assignment. As such, late penalties will apply as normal; however, no assignments will be accepted 48-hours after the above due date.

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9. Grading System
(No changes are to be made to this section unless approved by the EDCO)

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100			9
85-89			8
80-84			7

77-79			6
73-76			5
70-72			4
65-69			3
60-64			2
50-59			1
0-49			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** for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	*mplete*: 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	*rogress*: 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.)*
CW	*pulsory 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.

10. Recommended Materials or Services to Assist Students' Success

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available to assist students throughout their learning. This information is available in the College calendar, Student Services, or camosun.ca.

STUDENT CONDUCT POLICY

There are a variety of services available to assist students throughout their learning. This information is available in the College calendar, Student Services or camosun.ca.

ESL WRITING CENTRE AND SUPPORTS

Free writing support for ESL students. Support for all college-level students. One-on-one consultations. Focus on strengthen writing skills. Clarification of assignment criteria/expectations. 30-45 minutes appointments. Two bookings available per week. Online booking: http://camosun.ca/services/writing-centre/appointments.html