



CAMOSUN COLLEGE
Center for Indigenous Education &
Community Connections
Indigenous Studies

IST 234
Land and Language
2020 Winter

COURSE OUTLINE

The calendar description is available on the web @ _____

This course introduces students to the Indigenous relationships among culture, land, language, and their own connected development of self-identity. Students participate in land-based activities, learn some aspects of speaking a traditional indigenous language, and connect with their own ancestral land and language.

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

(a) Instructor	Philip Kevin Paul & STOLÇEŁ John Elliott Sr.		
(b) Office hours	Fridays 12:00-1:30 or by appointment		
(c) Location	E204		
(d) Phone	250-370-3162	Alternative:	n/a
(e) E-mail	igobykevin@yahoo.ca		
(f) Website	n/a		

2. Intended Learning Outcomes

On completion of this course students will:

1. Discuss important connections of culture, land and language as they relate to the development of self-identity.
2. Display an awareness of the relationships of land and language by introducing self and respectfully acknowledging the territory in one of the traditional Coast Salish languages (SENĆOŦEN).
3. Demonstrate a connection with own ancestry that reflects the relationship of land and language to one's ancestral place/territory.
4. Contribute to the learning of peers and the college community regarding the significance of relationships among land, language and identity.

3. Required Materials

- Poth, Janet (ed). 1990. Saltwater People as told by Dave Elliott Sr.
- **ÁLENENEŁ**: Learning from the Homeland. 2008. Saanich Adult Education Centre & Saanich Indian School Board & **WSÁNEĆ** Community Members.
- Turner, Nancy J. 2005. The Earth's Blanket: Traditional Teachings for Sustainable Living. (Selective Readings)

4. Course Content and Schedule

Date	Class Content	Readings
Class #1 January 17 1:30-4:20pm WT234	<ul style="list-style-type: none"> • Cultural Advisor and instructor welcome and territorial acknowledgement • Introductions, course expectations and assignment overview 	
Class #2 January 24 1:30-2:50pm GP Lab TBA 3:00-4:20pm WT234	<ul style="list-style-type: none"> • One hour computer lab based experienced • Orientation to First Voices and other language resources • In-class discussion 	<ul style="list-style-type: none"> • ÁLENENEŁ (6-11 & 12-48) • Towards a Beginning: A Foundational Report for a Strategy to Revitalize First Nation, Inuit, and Metis Languages and Cultures. (38, 40-43) Online: • http://www.afn.ca/uploads/files/education2/towardanewbeginning.pdf • http://www.songheesnation.ca • http://www.tsartlip.com • http://www.tsawout.ca • http://www.tseycum.ca
Class #3 January 31 1:30-4:20pm WT234	<ul style="list-style-type: none"> • Introduction and acknowledgement – language learning in class. • Watch and discuss the film(s). • Stories from the local territory • Exploring the influence of land & language on identity 	<ul style="list-style-type: none"> • Salt water people (1-88) • ÁLENENEŁ (49-80) • The earth's blanket(41-67) • ÁLENENEŁ (81-106) • Review WSÁNEĆ placenames in Saltwater People
Assignment:	Journal Entry #1 due	Beginning of class on Jan 31, 2020
Class #4 Feb 14 1:30-4:20 WT234	<ul style="list-style-type: none"> • Language Learning Cont. 	
Class #5 Feb 28 1:30-4:20 WT234	<ul style="list-style-type: none"> • Language Learning Cont. 	
Assignment:	Ancestry project due	Beginning of class on Feb 28, 2020

Class #6 March 13 9am-4:50pm On the land: PKOLs	<ul style="list-style-type: none"> On the land experience with cultural advisor(s) Stories from the local territory 	<ul style="list-style-type: none"> ÁLEÑENEØ (107-143) The earth's blanket (95-125) Review WŚÁNEĆ placenames in Saltwater People
Assignment:	Journal Entry #2 due	Beginning of class on March 13, 2020
Class #7 March 20 9am-4:50pm On the land: SNITCEL	<ul style="list-style-type: none"> On the land experience Debrief on the previous land experience Set language evaluation schedule Signup for presentations 	<ul style="list-style-type: none"> The earth's blanket (179-210 & 211-239)
Class #8 Mar 27 9am-4:50pm On the land: ŁÁU,WEL,NEW	<ul style="list-style-type: none"> On the Land Language evaluations – sessions with John Elliott to assess language acquisition. Student presentations 	<ul style="list-style-type: none"> Review WŚÁNEĆ placenames in Saltwater People SENĆOFEN Intro
Assignment:	Capstone project due	Beginning of class on April 17, 2020
Class #9 April 17 10:30-2:20pm WT234	<ul style="list-style-type: none"> Student presentations Discussion – integration of land, language, and self identity relationships Student feedback 	

5. Basis of Student Assessment (Weighting)

1. Attendance/active participation and contribution	15%
2. Journals	15%
3. SENĆOFEN introduction & acknowledgement	20%
4. Ancestry project	20%
5. Capstone project	30%

Assignment Descriptions

Attendance/active participation and contribution

Students are expected to attend all classes to learn, share ideas, and dialogue with one another. Participation through group discussions, written assignments, and interacting with guest speakers are critical to the successful progression of this course. Your engagements with other students will enrich the classroom learning and benefit your assignments. Due to the nature of the course, you are expected to attend each class on time unless previously arranged with the instructor. Attendance and tardiness will be noted. Your attendance is essential and students need to attend 80% of the classes in order to succeed in this course. No more than two classes can be missed without a doctor's notes.

Journals

This assignment gives students the opportunity to reflect on their experiences of being on the land with the cultural advisor. Focused questions will be provided to students in class to help guide the journal reflections.

SENĆOFEN introduction & acknowledgement

The instructor and cultural advisor will guide students in learning how to introduce themselves and acknowledge territory in the SENĆOFEN language.

Ancestry project

The ancestry project will provide students with the opportunity to conduct research into the connections of land and language of their own ancestry. Students can alternatively demonstrate the connections of land and language by exploring a personal interaction with place(s) where the student has a deep connection. Guidelines for this project will be provided to students.

Capstone project

The Capstone project may be done individually or in groups of 2 or more. Students need to complete a project that demonstrates land and language connections. This could be a directed project related to local territories, or it could be something else that students decide upon. Students can demonstrate this in their own way through art, online work, digital storytelling, ceremony, teaching and learning activities. Students will have to present their project to the class.

6. Grading System

(If any changes are made to this part, then the Approved Course description must also be changed and sent through the approval process.)

(Mark with "X" in box below to show appropriate approved grading system – see last page of this template.)

Standard Grading System (GPA)

Competency Based Grading System

7. Recommended Materials to Assist Students to Succeed Throughout the Course

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS <http://www.camosun.bc.ca/policies/policies.php>

The following two grading systems are used at Camosun College:

1. 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		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. 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 at <http://www.camosun.bc.ca/policies/E-1.5.pdf> 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 are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
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.