



Camosun College
Indigenous Education & Community Connections
Indigenous Studies
IST 234-X01 – Land and Language
Winter 2017

Instructor Information

Cultural advisor/Instructor: STOLŁEŁ (Dr. John Elliott Sr.)

Instructor: XEMFOLTW (Dr. Nick Claxton)

Office Hours: Fridays, by appointment

Class Time & Location: Friday, 1:30-4:20pm, WT234; see outline for on the land schedule

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Course Content

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.

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.

Course Materials

Required Text:

- Poth, Janet (ed). 1990. Saltwater People as told by Dave Elliott Sr.
- ÁLEŦENEŁ: Learning from the Homeland. 2008. Saanich Adult Education Centre & Saanich Indian School Board & WŚÁNEĆ Community Members.

- Turner, Nancy J. 2005. The Earth's Blanket: Traditional Teachings for Sustainable Living. (Selective Readings)

Basis for Student Assessment

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

Assignments

1. Attendance/active participation and contribution 15%

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.

2. Journal 15%

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.

3. SENĆOŦEN introduction & acknowledgement 20%

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

4. Ancestry project 20%

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.

5. Capstone project 30%

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.

Course Schedule

	Class Content	Readings
Class #1 January 13 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 20 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: <ul style="list-style-type: none"> 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 February 10 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 WŚÁNEĆ placenames in Saltwater People
Class #4 February 17	Reading break – no class	
Assignment:	Journal Entry #1 due	Beginning of class on February 10, 2017
Class #5 February 24 1:30-4:20pm WT234	<ul style="list-style-type: none"> Language learning in class. Watch and discuss the film(s) 	
Assignment:	Ancestry project due	Beginning of class on March 17, 2017
Class #6	<ul style="list-style-type: none"> On the land experience 	<ul style="list-style-type: none"> ÁLENENEŁ (107-143)

March 17 10am-4:50pm On the land: PKOLs & <u>SNAKE</u>	with cultural advisor(s) <ul style="list-style-type: none"> Stories from the local territory 	<ul style="list-style-type: none"> The earth's blanket (95-125) Review <u>WSÁNEĆ</u> placenames in Saltwater People
Assignment:	Journal Entry #2 due	Beginning of class on March 31, 2017
Class #7 March 24 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 March 31 10am-4:50pm On the land: <u>ŁÁU, WEL, NEW</u>	<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 <u>WSÁNEĆ</u> placenames in Saltwater People
Assignment:	Capstone project due	Beginning of class on April 7, 2017
Class #9 April 7 1:00-4:50pm WT234	<ul style="list-style-type: none"> Student presentations Discussion – integration of land, language, and self identity relationships Student feedback 	

Instructional Policies

1. Late Assignments

All assignments must be completed and submitted on the date assigned. Late assignments will be penalized by 5% per day and after ten days will not be accepted unless an extension is legitimately warranted and approved by the instructor in advance of the assignment due date.

2. Written Assignment Requirements

All written assignments are due at the beginning of class. Written assignments must be typed, double-spaced, and citations must be consistent (APA). Assignments should be turned into the instructor personally; assignments put under the door, in the mail, or otherwise submitted will not be accepted without approval from the instructor. If submission of an assignment is problematic, contact the instructor *prior* to the due date.

3. Assignment Preparation

The instructor is available to assist students in the preparation and planning of all course assignments. Please contact the instructor to make an appointment. If you require an extension or support for an assignment, contact the instructor before the due date.

4. Plagiarism, Cheating, and Academic Dishonesty

If plagiarism, cheating, or academic dishonesty can be documented, the penalty will be an automatic “zero” on the assignment in question. Camosun College’s policy on Plagiarism can be found here:

<http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.5.1.pdf>

Course Grading System

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

<http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.5.pdf>

Competency Based Grading System

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

<http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.5.pdf>

Academic Progress Policy

There is an academic progress policy designed to enhance a learner’s likelihood of success. Students should become familiar with the content of this policy. The policy is available in each School administration office, registration, and on the college website at:

<http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.1.pdf>