



**Course Outline**

**UNIVERSITY STUDIES**

**EngL 125 E  
Aboriginal Writing  
Winter, 2014**

**3 CREDITS  
3 HOURS PER WEEK**

**INSTRUCTOR: Ryan J. Cox**

**INSTRUCTOR:** Ryan J. Cox  
**PHONE NUMBER:** (780) 791-4837  
**E-MAIL:** ryan.cox@keyano.ca  
**OFFICE NUMBER:** 211C

**OFFICE HOURS:**

Monday	9:00 – 11:00 PM
Tuesday	1:00 – 2:00 PM
Friday	10:00 – 11:50 AM

**HOURS OF INSTRUCTION:**

Thursday	6:30 – 9:30 PM	Room S110
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**COURSE DESCRIPTION:**

This course introduces students to post-secondary studies in English through works by aboriginal writers. It will address aesthetics, concepts, approaches, and debates that inform the production and study of aboriginal literatures. It will analyze the roles literature plays in shaping and reflecting aboriginal identities, communities, and histories. The course will examine several genres that can include traditional stories, fiction, poetry, drama, history, autobiography, essays, and speeches.

**COURSE OUTCOMES:**

The successful student will be able to:

1. Generate meaning from literary discourse
2. Perform close readings at a university level
3. Write scholarly argumentative essays in the MLA notational style
4. Understand and discuss Aboriginal Writing and its critical

**REQUIRED RESOURCES:**

Moses, Daniel David and Terry Goldie, eds. *An Anthology of Canadian Native Literature in English* 4<sup>th</sup> ed. Toronto: Oxford UP, 2005.

King, Thomas. *Green Grass Running Water*. Toronto: Harper, 1993.

Highway, Tomson. *Dry Lips oughta move to Kapuskasing*, Fifth House

**TOPICS TO BE COVERED:****Please Note:**

This course outline may be modified to facilitate unforeseen time constraints. Date and time allotted to each topic is subject to change.

Date	Topic	Reading	Assignments	Notes
Jan 6-10	Introduction	Kipling, “The White Man’s Burden;” Scott, “The Onandaga Madonna;” Excerpts from <i>The Searchers</i> (readings will be in class this week)		
Jan 13-17	The Politics of Literature and the Politics of Representation	Armstrong, “The Disempowerment of First North American Native Peoples..”; Cardinal, “A Canadian <i>What the hell it’s all about;</i> ” Adams, “The Basis of Racism;” Johnston, “One Generation from Extinct”		Jan 17: Courses dropped after this date will be designated “W”. (A withdrawal (W) is not reflected in your GPA)
Jan 20-24	“of a weird and waning race” or Let’s ignore Duncan Campbell Scott: Early Aboriginal Canadian Writing	Traditional Orature, “Song for Medicine Hunting,” “Traditional History of the Confederacy;” Traditional Songs, “Magic Words;” Pauline		

		Johnson, “The Corn Husker,” “The Song My Paddle Sings”		
Jan 27-31	Wages of Sin: Assimilation and Residential Schooling	Joe, “I Lost My Talk,” “Micmac Hieroglyphics,” “Shanawdithit;” Armstrong, “History Lesson;” Halfe, “Idywyld Crow,” “My Ledders;” Tappage, poems		
Feb 3-8	Staging the Reservation: Tomson Highway and Aboriginal Theatre	Highway, <i>Dry Lips..</i>		
Feb 10-14	Coyote, Raven, Nanabush: Tricksters 1	Traditional Trickster stories available on Moodle	Essay #1 Due (Feb 13)	
Feb 17-21	Tricksters 2	Annharte, poems	You must have submitted at least 1 Response essay by this week	Feb 17 Family Day
Feb 24-28				Reading Week
Mar 3-7	Are Aboriginal People Funny? and other bizaare questions: Aboriginal Humour	Dead Dog Café, Stand Up Selections, (Moodle) Taylor, <i>Redskins, Tricksters &amp; Puppy Stew</i> (film, in-class)		March 7: Last day to Withdraw without Academic Penalty
Mar 10-14	Coyote and Friends Remake the Wor(l)d 1	King, <i>Green Grass, Running Water</i>	Proposal Due (Mar 13)	
Mar 17-21	Coyote and Friends Remake the Wor(l)d 2	<i>GGRW</i> contd.		
Mar 24-28	Oka and Beyond 1	Obomsawin, <i>Kanehsatake: 270 Years of Resistance</i> (film)		
Mar 31-Apr 4	Oka and Beyond	Keeshig-Tobias,		

	2	“After Oka;” Cuthand, “Shake ‘N Bake,” “Four Songs for the Fifth Generation,” “Post-Oka Kinda Woman”		
Apr 7-11	A Case for Canadian Literature	Francis, “mcPemmican,” “BNA Actor;” Mercredi, “could be anyone but i call him syd;” Keeshig-Tobias, from <i>Trickster Beyond 1992</i> ; Redbird, “I am a Canadian”	Research Essay Due (Apr 10)	
Apr 14-18	Exercises in Epistemology: Dr. Cox and the things your should know	Review		April 17, Last day of classes April 18 Good Friday
April 22-30				Final Exams

## MOODLE

Go to <http://ilearn.keyano.ca>

This course is supported through Moodle. Assignments, readings and handouts will be posted on Moodle. Login information will be provided by your instructor. For further instructions please see the Moodle handout.

## EVALUATION:

Assignment	Percentage	Due Date
<b>Essay #1</b>	<b>10%</b>	February 13, 2014
<b>Response Essays</b>	<b>20%</b>	Throughout the course
<b>Research Essay Proposal</b>	<b>10%</b>	March 13, 2014
<b>Research Essay</b>	<b>30%</b>	April 10, 2014
<b>Final Examination</b>	<b>30%</b>	<b>TBD</b>

**Response Essays:** Students are required to complete a series of 4 short essays of 2-3 pages each in which they explore that week's reading in greater detail. Response papers are to be written

about the readings in advance of classroom discussion. These essays should advance an argument about the text. These four essays are to be written at your discretion throughout the semester, however, only one paper can be submitted at a time and at least one response essay must be submitted by the week of Feb. 18. Marked out of 5; handed in at the beginning of the first class of the week. Participation in the Arts and Humanities Conference may be deemed equivalent to one response paper.

**Essay #1:** Students will write a short essay of 4-5 pages responding to one of the questions that will be provided on Moodle. The essay will be thesis-driven and students will be expected to use direct evidence (quotations etc.) from the course material to support their argument.

**Research Essay:** For this assignment, you will be expected to write a detailed, well researched, thesis driven essay on a text or texts from the course. This essay should demonstrate your mastery of the text(s), your ability to effectively integrate your research into your writing, a familiarity with the current critical discourses surrounding your topic, and your ability to write at the university level. This assignment also includes a proposal where you will articulate what you intend to write about and how you intend to go about it (this should include a sense of what your thesis will end up being). The proposal also includes an annotated bibliography in which you list no less than five good secondary sources with annotations indicating what they are and why they are useful to your project. This assignment will conform to MLA guidelines for research papers. Your proposal is subject to my approval; no essay that has not received my approval at the proposal stage will be accepted for grading. Length: Proposal 1-2 pgs + Annotated Bibliography; Final Essay 6-8 pgs.

**Examinations:** The final exam will be two hours in length and written during the University Studies examination period. It will involve a combination of short-answer questions and essay questions.

### IMPORTANT NOTES

Students are expected to attend all lectures, to arrive on time and to remain for the duration of the class. You owe it to yourself, to the other students and to me as your instructor to attend regularly and punctually. If you are unable to attend, it is courteous to contact me in advance.

Once you've decided to stay in this course, follow through on your commitment and **be** here: physically, mentally, and emotionally. Don't review other notes, reorganize your binder, carry on private conversations, text, check messages, or otherwise disengage from lectures, discussions, or small group or individual work during English class. Your cell phone must be turned OFF and put away during class. If your phone rings during class, you will be asked to leave the room, and you will have to meet with me and with the Department chair before you'll be allowed to return.

**Late Policy:** Late work will be accepted, however, it will be penalized at a rate of 10%/Business Day. If it is turned in a week or more late, it will not be accepted. It should also be noted that late material will receive no feedback from the instructor. It is your responsibility to meet the due dates for the assigned material.

**Standards for Written Assignments:** Learning how to follow house style sheets is one of the most important skills a writer can develop. To aid you in your quest to learn these skills I have

provided a document entitled “Standards for Written Assignments” on Moodle. If your paper does not conform to these standards, expect to lose marks.

All work must be TYPED, double spaced, and have proper MLA documentation (unless instructed otherwise). **Do NOT submit work to me by e-mail.** Hard copies are not only preferred, they are required. Be sure to keep a copy of any essay that you hand in.

**Sensitivity, Respect, and Subject Matter:** Some of the material we will be covering this semester is of a charged nature—whether in terms of form, content or politics. As critics, we cannot shy away from this material; however, we must understand that this material may generate a wide variety of reactions and opinions among our colleagues in the classroom. Thus, it is imperative that we remain aware of, and sympathetic to the reactions and opinions of our classmates. Respect and sensitivity will produce a stronger learning environment and generate better, more nuanced discussions.

#### GRADING SYSTEM:

Letter Grade	Description	Grade Points
A+		4
A	Excellent	4
A-		3.7
B+		3.3
B	Good	3
B-		2.7
C+		2.3
C	Satisfactory	2
C-		1.7
D+		1.3
D	Minimal Pass	1
F	Failure	0

**Students intending to transfer to other institutions require a ‘C-’ as a minimum grade. Transfer information on each course is available at the [Alberta Council on Admission and Transfers](#).**

include a statement here on lab requirements, electronic equipment.

any other Complementary Statement?

**Students who do not complete all the required work should not expect to pass the course.**  
*Students should consult:*

<http://keyano.ca/current-students/students/exams>

**IMPORTANT DATES:**

January 10, 2014	Last day to Add for Academic Programs
January 17, 2014	Last Day to Drop Academic Programs
February 17, 2014	College Closed (Family Day)
February 24-1, 2014	Reading Week
March 7, 2014	Last Day to withdraw without Academic penalty
April 18, 2014	College Closed (Good Friday)
April 21, 2014	College Closed (Easter Monday)
April 17, 2014	Last day of classes
April 22-30, 2014	Final Exams

## COLLEGE POLICIES

### Equality, Equity and Respect

The Keyano College is committed to providing an environment of equality, equity and respect for all people within the College community. All members of this community are considered partners in developing teaching and learning contexts that are welcoming to all. Faculty, staff, and students are encouraged to use inclusive language to create a classroom atmosphere in which students' experiences and views are treated with equal respect and valued in relation to their gender, ethnic and cultural background, and sexual orientation.

*Students should consult:*

<http://keyano.ca/current-students/individual-rights>

### Plagiarism and Cheating

Every student expects to be treated and evaluated fairly in a course. Plagiarism and cheating robs everyone of this right.

No student may submit words, ideas or data of another student or person as his or her own in any writing, project, assignment, quiz, electronic presentation, exam etc. Any work used that is not the student's own must be clearly cited as belonging to someone else. There are penalties for using other's work and not citing it. The Student's Rights & Responsibilities document clearly outlines these penalties and the appeal process.

- No learner can obtain information from another student during an exam.
- No learner can bring unauthorized information (paper or electronic) into an exam or quiz.
- No student can submit work done in another course for grading in this course without the written prior approval of the course instructor.
- No student can submit copyright protected or commercially produced materials as part or all of an assignment without proper citation & permission.

### Student Rights & Responsibilities

Students should consult the Keyano College Credit Calendar or online at:

<http://www.keyano.ca/Media/Collections/Calendars/Keyano.Calendar1112-10-full.pdf>

### Specialized Supports and Duty to Accommodate

*Disability Support Services: Learner Assistance Program*

If you have a documented disability or you think that you would benefit from some assistance from a Disabilities Counsellor, please call or visit the Disability Supports Office 780-792-5608 to book an appointment (across from the library). Services and accommodations are intended to assist you in your program of study, while maintaining the academic standards of Keyano College. We can be of assistance to you in disclosing your disability to your instructor, providing accommodations, and supporting your overall success at Keyano College.

*Specialized Supports and Duty to Accommodate*

Specialized Support and Duty to Accommodate are aligned with the office of Disability Support Services: Learner Assistance Program (LAP) guided by federal and provincial human rights legislation, and defined by a number of Keyano College policies. Keyano College is obligated by legislation to provide disability-related accommodations to students with identified disabilities to the point of undue hardship.



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**EngL 125E  
Aboriginal writing  
Winter, 2014**

**3 CREDITS  
3 HOURS PER WEEK**

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Ryan J. Cox, Instructor

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Date

**Reviewed and approved by:**

\_\_\_\_\_  
Vincella Thompson, Chairperson

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Date

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Guy Harmer, Dean

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Date