

ENGL 125E - Aboriginal Writing*3 credits, 3 hours lecture*

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. Materials, themes, topics, and genres will vary among instructors. A minimum of 30% of class time will be devoted to writing instruction. This can take many forms, including graded written assignments, informal writing exercises, writing workshops, freewriting exercises, stylistic analysis, research skills, peer editing, multiple drafts, and ungraded writing. Students will be required to write at least two essays which will be marked and formally graded. During the course, students will write at least 3000 words.

Prerequisite: English 30 or 30-1 or equivalent

Instructor

Dr. Ryan J. Cox
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Office Hours

Tuesdays 2:00 – 4:00 pm
Wednesdays 11:00 - 12:00 am
Thursdays 2:00 – 4:00 pm

Hours of Instruction

Thursday 6:30 – 9:30pm

Required Resources

An Anthology of Canadian Native Literature in English, Moses, Goldie and Ruffo ,4th edition, ISBN 0195443530

Green Grass Running Water, King, ISBN 1554685257

Un/Inhabited, Abel, ISBN 978-0889229228

Course Outcomes

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

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

Evaluation

Response Papers	20%
Essay #1	10%
Research Essay Proposal	10%
Research Essay	30%
Final Exam	30%
Total	100%

A grade of C- is required for progression or transfer.

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.

Late Policy

Late work will only be accepted until 3pm on the second day following the due date and it will be penalized at a rate of 10%/Day. If work is not submitted by 3pm on the second day following the due date, it will not be accepted and the student will receive a 0(zero) on the assignment. 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

Descriptor	Alpha Grade	4.0 Scale	Percent	Rubric for Letter Grades
Excellent	A+	4.0	> 92.9	Work shows in-depth and critical analysis, well developed ideas, creativity, excellent writing, clarity and proper format.
	A	4.0	85 – 92.9	
	A-	3.7	80 – 84.9	
Good	B+	3.3	77 – 79.9	Work is generally of high quality, well developed, well written, has clarity, and uses proper format.
	B	3.0	74 – 76.9	
	B-	2.7	70 – 73.9	
Satisfactory Progression	C+	2.3	67 – 69.9	Work has some developed ideas but needs more attention to clarity, style and formatting.
	C	2.0	64 – 66.9	
	C-	1.7	60 – 63.9	
Poor Minimum Pass	D+	1.3	55 – 59.9	Work is completed in a general way with minimal support, or is poorly written or did not use proper format.
	D	1.0	50 – 54.9	
Failure	F	0.0	< 50	Responses fail to demonstrate appropriate understanding or are fundamentally incomplete.

Proposed Schedule of Topics

Date	Topic	Reading	Assignments	Notes
Jan 8-12	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 15-19	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," Taylor, "Pretty like a White Boy"		
Jan 22-26	Performative Languages: Oral Culture and Early Indigenous Canadian Literatures	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 29-Feb 2	"Waiting to Mutilate Whole Civilizations": Responding to Assimilation and Residential Schooling	Joe, "I Lost My Talk," "Micmac Hieroglyphics," "Shanawdithit;" Armstrong, "History Lesson;" Halfe, "Idywyld Crow," "My Ledders;" Tappage, poems		
Feb 5-9	Coyote Columbus Café: Tricksters and Poets	Annharte, poems	Essay #1 Due (Feb 8)	
Feb 12-16	Inhabiting the Text: Semiotics, the Remix, and the Playful Politics of Language	Abel, <i>Un/Inhabited</i>		
Feb 19-23			You must have submitted at least 1 Response essay by this week	Family Day/Reading Week: No Class
Feb 26-Mar 2	New Trends, New Genres, New Stories:	Robinson, "Terminal Avenue;" Taylor, "A	Proposal Due (Mar 1)	

	Indigenous Futurism and Science Fiction	Culturally Inappropriate Armageddon;" Vizenor, "Custer on the Slipstream" (moodle)		
Mar 5-9	New Trends, New Genres, New Stories: Electric Pow Wows	A Tribe Called Red, selections;		
Mar 12-16	Coyote and Friends Remake the Wor(l)d 1	King, <i>Green Grass, Running Water</i>		
Mar 19-23	Coyote and Friends Remake the Wor(l)d 2	<i>GGRW</i> contd.		
Mar 26-30	Oka and Beyond 1: Apocalyptic Moments and Documentary	Obomsawin, <i>Kanehsatake: 270 Years of Resistance</i> (film)	Research Essay Due (Mar 29)	College Closed (Good Friday)/ Last Day to Withdraw: March 30
Apr 2-6	Oka and Beyond 2: "She Don't Take No Shit"	Keeshig-Tobias, "After Oka;" "Trickster Beyond 1992;" Cuthand, "Shake 'N Bake," "Four Songs for the Fifth Generation," "Post-Oka Kinda Woman"		College Closed (Easter): April 2
Apr 9-13	"You have to practice the words on someone before writing it down": How to Write Exams and other things you should know			Last Day of Classes: April 13
Apr 16-20				

Please Note:

Date and time allotted to each topic is subject to change.

Performance Requirements

Student Responsibilities

It is your responsibility as a student to contact the Office of the Registrar to complete the forms for Withdrawal or Change of Registration, and any other forms. Please refer to the list of important dates as noted in the Academic Schedule in the Keyano College credit calendar.

More specific details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

Student Attendance

Class attendance is useful for two reasons. First, class attendance maximizes a students' learning experience. Second, attending class is a good way to keep informed of matters relating to the administration of the course (e.g., the timing of assignments and exams). Ultimately, you are responsible for your own learning and performance in this course.

It is the responsibility of each student to be prepared for all classes. Students who miss classes are responsible for the material covered in those classes and for ensuring that they are prepared for the next class, including the completion of any assignments and / or notes that may be due.

Academic Misconduct

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person's work as one's own
- The use of unauthorized aids in assignments or examinations (cheating)
- Collusion or the unauthorized collaboration with others in preparing work
- The deliberate misrepresentation of qualifications
- The willful distortion of results or data
- Substitution in an examination by another person
- Handing in the same unchanged work as submitted for another assignment
- Breach of confidentiality.

The consequences for academic misconduct range from a verbal reprimand to expulsion from the College. More specific descriptions and details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

In order to ensure your understanding of the concept of plagiarism, you must successfully complete the online tutorial found on ilearn.keyano.ca. Then print the certificate, sign it, and show it to each of your instructors. Your course work will not be graded until you show this signed certificate.