

**ENGL224**  
**Indigenous Storytelling**

**3 Credits**

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Created: 17/12/2018

Revised:

Approval: 05/04/2019

Alternate Delivery: No

The Implementation Date for this Outline is 01/07/2019

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## ENGL224 Version: 1



### Indigenous Storytelling

#### Calendar Description

“Indigenous Storytelling: Stories of the Land on the Land” explores the “nature” of Indigenous stories and storytelling through written works and oral traditions. It incorporates land-based learning and field trips in order to analyze the synergies and/or gaps between the written word (historical and fictional) and local, oral stories.

#### Rationale

This course meets the 3 credit senior-level English requirement for the on-campus pre-ATEP cohort. However, it may be of interest to other Arts, Science, Education, and Social Work students as a senior-level elective.

#### Prerequisites

6 credits of introductory English literature

#### Co-Requisites

Courses in Canadian history and/or Native Studies would be beneficial

#### Course Learning Outcomes

Upon completion of this course, students will be able to

1. compare and contrast oral and written stories.
2. make meaningful connections between readings and hands-on activities.
3. employ formal writing techniques, MLA Citations, and proper grammar in our written work, including online discussions.
4. evaluate our mental, emotional, spiritual, and physical responses to activities and readings through daily journal writing.
5. demonstrate an understanding of the protocols associated with working with Elders and Knowledge Keepers.
6. prepare a capstone project using written, oral, and visual mediums in collaboration with our community partners.

## Resource Materials

The reading list focuses on Indigenous writers and local stories, as well as oral storytelling and land-based resources. Titles include the following:

Delaney, Theresa and Theresa Gowanlock. *Two Months in the Camp of Big Bear (electronic resource): The Life and Adventures of Theresa Gowanlock and Theresa Delaney*. Times, 1885.

Heath Justice, Daniel. *Why Indigenous Literatures Matter*. Wilfred Laurier University Press, 2018.

King, Thomas. *The Truth about Stories: A Native Narrative*. House of Anansi Press, 2003.

Kostash, Myrna. *The Frog Lake Reader*. NeWest Press, 2009.

Radison, Gary. *Defending Frog Lake: An analysis of the Frog Lake Massacre*. Smoke Ridge Books, 2015.

Radison, Gary. *Fine Day: Plains Cree Warrior, Shaman and Elder*. Smoke Ridge Books, 2013.

Radison, Gary. *Wandering Spirit: Cree Warrior*. Smoke Ridge Books, 2016.

Wagamese, Richard. *Keeper 'n' Me*. Anchor Canada, 2006.

Wall Kimmerer, Robin. *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*. Milkweed Editions, 2013.

and/or

Wall Kimmerer, Robin. *Gathering Moss: A Natural and Cultural History of Moss*. Oregon State University Press, 2003.

Various online resources

## Conduct of Course

This course combines traditional lectures with land-based learning and field trips. Therefore, students must have the flexibility to travel and may be required to stay off campus on overnight excursions.

Students listen to traditional stories with an Elder or Traditional Knowledge Keeper while engaging in hands-on, land-based activities such as tipi building and medicine picking. Students travel to local historical sites.

As we travel, read, listen, and learn, we reflect upon how what we hear and see “on the land” validates—or makes us reconsider—what we have read in local fiction and history. We explore these connections and/or disconnections and reflect upon what they mean in hopes of discovering the “truest” version of the story of our territory.

We work in partnership with our community in a mentorship project that involves Elders/Knowledge Keepers, Lakeland College students, and youth to capture and recreate stories in a written/oral/visual research project.

### **Evaluation Procedures**

15% - Online discussions (based on journal writing, field trips, and readings)

25% - Journal writing (daily reflections based on readings, field trips, and discussions)

20% - Formal reader responses (4 x 5% each)

40% - Capstone project (written/oral/visual research project)

Lakeland College is committed to the highest academic standards. Students are expected to be familiar with Lakeland College policies related to academic conduct and academic honesty and to abide by these policies. Violations of these policies are considered to be serious and may result in suspension or expulsion from the College.

### **Grade Equivalents and Course Pass Requirements**

*A minimum grade of D (50%) (1.00) is required to pass this course.*

Letter	F	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Percent Range	0-49	50-52	53-56	57-59	60-64	65-69	70-74	75-79	80-84	85-89	90-94	95-100
Points	0.00	1.00	1.30	1.70	2.00	2.30	2.70	3.00	3.30	3.70	4.00	4.00

**Students must maintain a cumulative grade of C (GPA - Grade Point Average of 2.00) in order to qualify to graduate.**

## Attendance

This is a hands-on course, so attendance and active participation are crucial. Students who miss a field trip or activity miss the opportunity to reflect upon and write about that activity in their journals and online discussions.

Students who miss more than one major activity may be required to withdraw.

## Course Units/Topics

### Foundational Readings

- Thomas King – *The Truth about Stories: A Native Narrative*
- Daniel Heath Justice – *Why Indigenous Literatures Matter*

### Traditional Storytelling and Storytellers

- Richard Wagamese – *Keeper 'n' Me*
- Thomas King – *The Truth about Stories*

### Stories of the Land

- Robin Wall Kimmerer – *Braiding Sweetgrass* and/or *Gathering Moss*

### Local Stories from Different Perspectives

- Theresa Delaney and Theresa Gowanlock - *Two Months in the Camp of Big Bear*
- Gary Radisson – *Fine Day / Defending Frog Lake / Wandering Spirit*
- Myrna Kostash – *The Frog Lake Reader*



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