

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

|  |           |  |    |                     |    |                             |  |  |  |                              |  |                      |  |                    |           |   |  |
|--|-----------|--|----|---------------------|----|-----------------------------|--|--|--|------------------------------|--|----------------------|--|--------------------|-----------|---|--|
| <b>Course Code and Number:</b> ENGL 214  |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>   |    |                     |    |                             |  |  |  |                              |  |                      |  |                    |           |   |  |
| <b>Course Full Title:</b> Rhetoric for Contemporary Writers<br><b>Course Short Title:</b> Rhetoric for Writers<br><i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>  |           |  |    |                     |    |                             |  |  |  |                              |  |                      |  |                    |           |   |  |
| <b>Faculty:</b> Faculty of Humanities  |           | <b>Department (or program if no department):</b> English   |    |                     |    |                             |  |  |  |                              |  |                      |  |                    |           |   |  |
| <b>Calendar Description:</b><br>Students learn classical and contemporary rhetoric, the study of what makes writing or speech persuasive, powerful, and effective. They apply rhetorical theory to their own writing and to the analysis of contemporary culture.  |           |  |    |                     |    |                             |  |  |  |                              |  |                      |  |                    |           |   |  |
| <b>Prerequisites (or NONE):</b>  |           | (Any two 100-level English courses numbered ENGL 105 or higher) or (B or better in ENGL 105).  |    |                     |    |                             |  |  |  |                              |  |                      |  |                    |           |   |  |
| <b>Corequisites (if applicable, or NONE):</b>  |           | NONE   |    |                     |    |                             |  |  |  |                              |  |                      |  |                    |           |   |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>  |           | NONE   |    |                     |    |                             |  |  |  |                              |  |                      |  |                    |           |   |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Dual-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>   |           | <b>Special Topics</b> <i>(Double-click on boxes to select.)</i><br>This course is offered with different topics:<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</i>  |    |                     |    |                             |  |  |  |                              |  |                      |  |                    |           |   |  |
|  |           | <b>Independent Study</b><br>If offered as an Independent Study course, this course may be repeated for further credit: <i>(If yes, topic will be recorded.)</i><br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit |    |                     |    |                             |  |  |  |                              |  |                      |  |                    |           |   |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar hours</td> <td>35</td> </tr> <tr> <td>Tutorials/workshops</td> <td>10</td> </tr> <tr> <td>Supervised laboratory hours</td> <td></td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table> |           | Lecture/seminar hours  | 35 | Tutorials/workshops | 10 | Supervised laboratory hours |  | Experiential (field experience, practicum, internship, etc.) |  | Supervised online activities |  | Other contact hours: |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b><br>Transfer credit already exists: <i>(See <a href="#">bctransferguide.ca</a>.)</i><br><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes<br>Submit outline for (re)articulation:<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i> |  |
| Lecture/seminar hours  | 35        |  |    |                     |    |                             |  |  |  |                              |  |                      |  |                    |           |   |  |
| Tutorials/workshops  | 10        |  |    |                     |    |                             |  |  |  |                              |  |                      |  |                    |           |   |  |
| Supervised laboratory hours  |           |  |    |                     |    |                             |  |  |  |                              |  |                      |  |                    |           |   |  |
| Experiential (field experience, practicum, internship, etc.)   |           |  |    |                     |    |                             |  |  |  |                              |  |                      |  |                    |           |   |  |
| Supervised online activities   |           |  |    |                     |    |                             |  |  |  |                              |  |                      |  |                    |           |   |  |
| Other contact hours:   |           |  |    |                     |    |                             |  |  |  |                              |  |                      |  |                    |           |   |  |
| <b>Total hours</b>   | <b>45</b> |  |    |                     |    |                             |  |  |  |                              |  |                      |  |                    |           |   |  |
|  |           | <b>Grading System</b><br><input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit   |    |                     |    |                             |  |  |  |                              |  |                      |  |                    |           |   |  |
|  |           | <b>Maximum enrolment (for information only):</b> 25<br><b>Expected Frequency of Course Offerings:</b><br>Once every two years  |    |                     |    |                             |  |  |  |                              |  |                      |  |                    |           |   |  |
| <b>Department / Program Head or Director:</b> John Pitcher   |           | <b>Date approved:</b> November 17, 2020  |    |                     |    |                             |  |  |  |                              |  |                      |  |                    |           |   |  |
| <b>Faculty Council approval</b>  |           | <b>Date approved:</b> December 11, 2020  |    |                     |    |                             |  |  |  |                              |  |                      |  |                    |           |   |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte   |           | <b>Date approved:</b> December 11, 2020  |    |                     |    |                             |  |  |  |                              |  |                      |  |                    |           |   |  |
| <b>Campus-Wide Consultation (CWC)</b>  |           | <b>Date of posting:</b> January 22, 2021   |    |                     |    |                             |  |  |  |                              |  |                      |  |                    |           |   |  |
| <b>Undergraduate Education Committee (UEC) approval</b>  |           | <b>Date of meeting:</b> January 29, 2021   |    |                     |    |                             |  |  |  |                              |  |                      |  |                    |           |   |  |

**Learning Outcomes:**

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

- Identify major divisions and key concepts in classical and contemporary rhetorical theory.
- Analyze written and cultural texts using rhetorical theory.
- Write for different audiences, purposes, and situations using rhetorical theory.
- Discuss relevant historical, cultural, and critical contexts for rhetorical theory.
- Identify Indigenous perspectives on orality, literacy, rhetoric, and writing studies.

**Prior Learning Assessment and Recognition (PLAR)**

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods** (*Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.*)

Lectures, discussion, writing group exercises, and discussion.

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Text(s) and Resource Materials** (*If more space is required, download Supplemental Texts and Resource Materials form.*)

| Author (surname, initials) | Title (article, book, journal, etc.)  | Current ed.              | Publisher | Year |
|----------------------------|---|--------------------------|-----------|------|
| 1. Crowley, S.             | Ancient Rhetoric for Contemporary Students. 5 <sup>th</sup> ed.                   | <input type="checkbox"/> | Longman   | 2010 |
| 2. Younging, G.            | Elements of Indigenous Style: A Guide for Writing By and About Indigenous Peoples | <input type="checkbox"/> | Brush     | 2018 |
| 3. N/A                     | Course pack with additional supplemental readings                                 | <input type="checkbox"/> |           |      |
| 4.                         |   |                          |           |      |
| 5.                         |   |                          |           |      |

**Required Additional Supplies and Materials** (*Software, hardware, tools, specialized clothing, etc.*)**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |   |                        |      |
|----------------|-----|--------------|-----|-------------------|---|------------------------|------|
| Final exam:    | 20% | Assignments: | 70% | Field experience: | % | Portfolio:             | %    |
| Midterm exam:  | %   | Project:     | %   | Practicum:        | % | Discussion/Attendance: | 10%  |
| Quizzes/tests: | %   | Lab work:    | %   | Shop work:        | % | Total:                 | 100% |

**Details (if necessary):** Final Exam 20%; Discussion/Attendance 10%; Stylistic exercises and workshops 20%; two essays 50%

**Typical Course Content and Topics**

Weeks 1 – 2: Defining rhetoric, Indigenous style, overview of ancient rhetoric

Weeks 3 –4: Aristotle's rhetoric, kairos, stasis theory

Week 5: Common topics, commonplaces

Weeks 6 –7: Modes of persuasion: logical, ethical, pathetic proofs

Week 9: Style and figurative language

Week 10: Indigenous approaches to rhetoric and writing studies

Weeks 11 – 12: Contemporary rhetoric: cultural literacy, Indigenizing rhetoric, postmodern theory, gender studies, non-Western rhetoric

Week 13: Essay and exam preparation