

## 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 374		<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Rhetoric: Advanced Composition <b>Course Short Title:</b> Rhetoric: Advanced Composition															
<b>Faculty:</b> Faculty of Humanities		<b>Department (or program if no department):</b> English													
<b>Calendar Description:</b> Students build their knowledge about writing, their rhetorical awareness, and their ability to write in a variety of contexts through self-directed research into writing situations using primary, secondary, and Indigenous research methods. Students engage in reflective practice through journaling and shared learning practices such as peer review.															
<b>Prerequisites (or NONE):</b>		Any two 200-level English courses.													
<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> Former course code/number: Cross-listed with: Equivalent course(s): <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>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Every three years</b> Maximum enrolment (for information only): <b>25</b>													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>50</td> </tr> <tr> <td>Tutorials/workshops</td> <td>10</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>		Lecture/seminar	50	Tutorials/workshops	10							<b>Total hours</b>	<b>60</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.	
Lecture/seminar	50														
Tutorials/workshops	10														
<b>Total hours</b>	<b>60</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i> Transfer credit already exists: <b>Yes</b> Submit outline for (re)articulation: <b>Yes</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>													
<b>Department approval</b>		<b>Date of meeting:</b> April 23, 2021													
<b>Faculty Council approval</b>		<b>Date of meeting:</b> May 7, 2021													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> February 24, 2023													

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Conduct self-directed research into an area of writing studies using primary, secondary, and Indigenized research methods.
2. Analyze research in writing studies through "traditional" western and Indigenized lenses.
3. Apply critical and analytical skills to their own writing as well as peer material.
4. Apply or resist genre conventions as appropriate to purpose, audience, and context, including consideration of Indigenized perspectives on the use of conventions.
5. Articulate choices made during the research and writing process and explain why those choices are appropriate with regard to purpose, audience, and context.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

Assignments:	50%	Portfolio:	50%		%
	%		%		%

**Details:**

Self-assessment and classmate responses: 25%

Other assignments: 25%

Portfolio: 50%

All major assignments go through peer review process, and are collected into a final, summative, reflective portfolio where students are asked to summarize what they learned over the course of the semester and demonstrate that learning through archiving artifacts created during the semester. "Other" assignments include reflective journal entries, and other research-related documents such as proposals and progress reports.

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

**Typical Instructional Methods** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Primarily classroom discussion, with small group discussion of writings and research. Some lecturing.

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Kovach, M. E	Indigenous Methodologies: Characteristics, conversations and contexts (excerpts), University of Toronto Press	2010
2. Textbook	MacNealy, M. S.	Strategies for Empirical Research in Writing (excerpts), Longman	1999
3. Textbook	Kinkead, J.	Researching Writing (excerpts), Utah State University Press	2016
4. Article	Hart, et al	Working Across Contexts: Practical Considerations for Doing Indigenist/anti-colonial research	2017

**Required Additional Supplies and Materials** *(Software, hardware, tools, specialized clothing, etc.)***Course Content and Topics**

Module 1: Introduction to research in writing (2-3 weeks)

- Primary readings: excerpts from MacNealy/Kinkead and example studies
- Assignments: weekly journal entries

Module 2: Indigenizing research methods: (2-3 weeks)

- Primary readings: excerpts from Kovach plus example studies
- Assignments:
  - Regular journal entries
  - Research proposal

Module 3: Conducting research/studying genre conventions

- Primary readings: self-directed reading/secondary research
- Assignments:
  - Regular journal entries
  - Progress report

Module 4: Assembling a research portfolio

- Readings: self-directed
- Assignment: portfolio, including self-assessment and final research report