

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: ENGL 379		Number of Credits: 4 Course credit policy (105)															
Course Full Title: Rhetoric: Composition Teaching Course Short Title: <i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>																	
Faculty: Faculty of Humanities		Department (or program if no department): English															
Calendar Description: Workshops, discussions, and readings teach students how trends in writing ideology and pedagogy, trends in curriculum design, and public attitudes toward composition affect the teaching of writing. This course is of value to prospective teachers. Note: Students with credit for EDUC 379 cannot take this course for further credit.																	
Prerequisites (or NONE):		Any two 200-level English courses.															
Corequisites (if applicable, or NONE):		None.															
Pre/corequisites (if applicable, or NONE):		None.															
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Dual-listed with: Equivalent course(s): EDUC 379 <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>		Special Topics <i>(Double-click on boxes to select.)</i> This course is offered with different topics: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</i>															
		Independent Study If offered as an Independent Study course, this course may be repeated for further credit: <i>(If yes, topic will be recorded.)</i> <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit															
		Transfer Credit Transfer credit already exists: <i>(See bctransferguide.ca.)</i> <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Submit outline for (re)articulation: <input type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i>															
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar hours</td> <td>30</td> </tr> <tr> <td>Tutorials/workshops</td> <td>30</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>Total hours</td> <td>60</td> </tr> </table>		Lecture/seminar hours	30	Tutorials/workshops	30	Supervised laboratory hours		Experiential (field experience, practicum, internship, etc.)		Supervised online activities		Other contact hours:		Total hours	60	Grading System <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit	
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		Maximum enrolment (for information only): 25 Expected Frequency of Course Offerings: Once every two years <i>(Every semester, Fall only, annually, etc.)</i>															
Department / Program Head or Director: John Pitcher (Keith Harms)		Date approved: April 23, 2021															
Faculty Council approval		Date approved: May 7, 2021															
Undergraduate Education Committee (UEC) approval		Date of meeting: January 28, 2022															

Learning Outcomes:

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

- Compare pedagogical ideologies through “traditional” and Indigenized lenses.
- Analyze curriculum design as it serves an ideology.
- Articulate understanding of alternative approaches to teaching composition (such as feminist, critical or Indigenized approaches).
- Design appropriate assignments within a curriculum plan.
- Apply theory, including First Peoples’ Principles of Learning, to curriculum and assignment design.
- Clearly articulate research-informed choices made in the design process.

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.*)

Workshop, small group work, lecture, discussion, and student presentations.

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. Lockhard, T. and Roberge, M.	Informed Choices: A Guide for Teachers of College Writing	<input type="checkbox"/>	MacMillan	2015
2. Adler-Kassner, L. and Wardle, E.	Naming What We Know: Threshold concepts in writing studies, Classroom Edition	<input type="checkbox"/>	University Press of Colorado	2016
3. Various	Assigned and self-directed journal articles in composition pedagogy and indigenizing education	<input type="checkbox"/>		
4. Chung, S. H. S	The Courage to Be Altered: Indigenist Decolonization for Teachers, <i>New Directions for Teaching and Learning</i>	<input type="checkbox"/>	Wilet	2019
5.		<input type="checkbox"/>		

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

Final exam:	%	Assignments:	45%	Field experience:	%	Portfolio:	55%
Midterm exam:	%	Project:	%	Practicum:	%	Other:	%
Quizzes/tests:	%	Lab work:	%	Shop work:	%	Total:	100%

Details (if necessary):**Typical Course Content and Topics**

- Theories of teaching
- Theories of writing
- Researching teaching/curriculum design
- Assessment/feedback, technology
- Putting together a teaching portfolio