

COURSE IMPLEMENTATION DATE: COURSE REVISED IMPLEMENTATION DATE: COURSE TO BE REVIEWED: (Four years after UPAC final approval date)

September 2006

February 2010 (MONTH YEAR)

# **OFFICIAL COURSE OUTLINE INFORMATION**

Students are advised to keep course outlines in personal files for future use. Shaded headings are subject to change at the discretion of the department and the material will vary - see course syllabus available from instructor

FACULTY/DEPARTMENT:

**ENGL 274** COURSE NAME/NUMBER

Faculty of Arts and Applied Arts -- English FORMER COURSE NUMBER The Rhetoric of Science COURSE DESCRIPTIVE TITLE

3 UCFV CREDITS

# CALENDAR DESCRIPTION:

What makes scientific communication persuasive and powerful? This course surveys answers to that question by analyzing the role of language in communicating science. The course also examines the nature of scientific knowledge and the values that influence the writing of science, providing students with approaches to analyzing and writing scientific texts.

PREREQUISITES:	Any two 100-level English courses: ENGL 105 or higher
COREQUISITES:	None

SYNONYMOUS CO (a) Replaces:	URSE(S) <b>N/A</b>			SERVICE COURSE TO:
(b) Cannot take:	(Course #) N/A		for further credit.	(Department/Program)
	(Course #)			(Department/Program)
TOTAL HOURS PER STRUCTURE OF HU Lectures: Seminar: Laboratory: Field Experience: Student Directed Lea Other (Specify):	R TERM: OURS: 45 arning:	45 Hrs Hrs Hrs Hrs Hrs Hrs	TRAINING DAY-BASED LENGTH OF COURSE: HOURS PER DAY:	• INSTRUCTION
MAXIMUM ENROLL EXPECTED FREQU WILL TRANSFER C WILL TRANSFER C TRANSFER CREDI	.Ment: Jency of Col Redit be Rec Redit be Rec T exists in Bo	JRSE OFFER QUESTED? (k QUESTED? (u CCAT TRANS	INGS: ower-level courses only) pper-level requested by FER GUIDE:	

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:

AUTHORIZATION SIGNATURES:							
Course Designer(s):		Chairperson:					
	Gloria Borrows		Raymond W	elsh (Curriculum Commit	ttee)		
Department Head:		Dean:					
-	Jim Andersen			Eric Davis			
UPAC Approval in Principle Date:		UPAC Final Ap	proval Date:	February 3, 2006			

# ENGL 274 COURSE NAME/NUMBER

# LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

1. Students will study important works from the emerging field of rhetoric of science, focusing on rhetorical concepts and their use in analyzing science studies.

2. Students will examine the role of language and language theory in constructing the rhetorical persuasiveness, power, and authority of scientific knowledge.

3. Students will understand the social conditions and social values that shape science as written knowledge, and they will emerge from the class with an enhanced understanding of how they can both participate in and critique the language and discourses of disciplinary practice.

No

# METHODS:

Lecture, classroom discussion, writing assignments

#### PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check:) Xes

METHODS OF OBTAINING PLAR:

Through portfolio

#### TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Randy Allan Harris, Landmark Essays in the Rhetoric of Science: Case Studies Alan G. Gross, The Rhetoric of Science Thomas Kuhn, The Structure of Scientific Revolutions Bruno Latour and Steve Woolgar, Laboratory Life: The Construction of Scientific Facts Charles Bazerman, Shaping Written Knowledge John Swales, Genre Analysis: English in Academic and Research Settings Greg Myers, Writing Biology

# SUPPLIES / MATERIALS:

No unusual supplies needed

# **STUDENT EVALUATION:**

[An example of student evaluation for this course might be:]

Summaries of Readings (3250 words each):			
Critical Responses (2250 words each):			
Short Essay (750-1000 words):			
Long Essay (2000-2500 words):			
Oral Presentation:	5		
Total	100%		

#### **COURSE CONTENT:**

[Course content varies by instructor. An example of course content might be:]

- Week 1: Language and rhetoric in science studies (Randy Harris; Alan G. Gross)
- Week 2: Key rhetorical concepts in the rhetoric of science (Miller, Halloran, Fahnestock)
- Week 3: The rhetorical and social nature of scientific knowledge (Thomas Kuhn)
- Week 4: Persuasion and paradigm shifts (Thomas Kuhn)
- Week 5: The social construction of scientific facts (Bruno Latour and Steve Woolgar)
- Week 6: The history of the research article in English (Charles Bazerman and John Swales)
- Week 7: Objectivity, ethos, and the rhetorical construction of scientific authority (Charney, Daston, Lyne and Howe, Prelli)
- Week 8: Writing the gene in molecular biology (Condit, Gross, Halloran, Miller, Prelli)
- Week 9: Writing biology (Greg Myers)
- Week 10: Newton's Opticks and Edison's light (Charles Bazerman, Alan G. Gross)
- Week 11: Darwin, rhetorician (John Angus Campbell, Lyne and Howe)
- Week 12: Scientific conflict in Archaeology (Fahnestock)

Week 13: Overview