

COURSE IMPLEMENTATION DATE:	[Fall 2003]
COURSE REVISED IMPLEMENTATION DATE:	[]
COURSE TO BE REVIEWED:	[Fall 2007]
(Four years after implementation date)	

## 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: <b>Faculty of Arts &amp; Applied Arts - English</b>		
<b>English 375</b>		
COURSE NAME/NUMBER	FORMER COURSE NUMBER	<b>4</b> UCFV CREDITS
<b>Rhetoric: Composition Theory</b>		
COURSE DESCRIPTIVE TITLE		

### CALENDAR DESCRIPTION:

This course introduces students to the field of composition as it emerges from within university English Departments in the 1960s. The readings and discussion will focus on ideas which have shaped the ways composition is both thought of and taught.

PREREQUISITES: **Any two second year English courses**

COREQUISITES:

SYNONYMOUS COURSE(S)	SERVICE COURSE TO:
(a) Replaces: _____ (Course #)	_____
(b) Cannot take: _____ For further credit. (Course #)	_____
	(Department/Program)

TOTAL HOURS PER TERM: <b>60</b>	TRAINING DAY-BASED INSTRUCTION
STRUCTURE OF HOURS:	LENGTH OF COURSE: _____
Lectures: <b>30</b> Hrs	HOURS PER DAY: _____
Seminar: _____ Hrs	
Laboratory: _____ Hrs	
Field Experience: _____ Hrs	
Student Directed Learning: _____ Hrs	
Interactive Group/Discussion <b>30</b> Hrs	

MAXIMUM ENROLLMENT:	<b>25</b>
EXPECTED FREQUENCY OF COURSE OFFERINGS:	<b>Once every three years</b>
WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	<input type="checkbox"/> Yes <input type="checkbox"/> No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

### AUTHORIZATION SIGNATURES:

Course Designer(s): <b>Rhonda Schuller</b>	Chairperson: <i>(Curriculum Committee)</i> <b>Jim Andersen</b>
Department Head: <b>Jim Andersen</b>	Dean: <b>Virginia Cooke</b>
PAC Approval in Principle Date: _____	PAC Final Approval Date: <b>November 27, 2002</b>

**English 375**

COURSE NAME/NUMBER

**LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:**

Students will study theoretical schools of composition and think and write critically about influences shaping these theories and the impact of these theories on the field of composition.

**METHODS:**

Lecture, discussion, small group work and oral presentations.

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

Credit can be awarded for this course through PLAR

☒ Yes

☐ No

**METHODS OF OBTAINING PLAR:**

Course may be challenged. Alternative methods will be looked at on a case-by-case basis.

**TEXTBOOKS, REFERENCES, MATERIALS:**

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

***English 375 course pack***

Readings to include journal articles from:

***College Composition and Communication***

***Rhetoric and the Teaching of English***

***Journal of Advanced Composition***

***Rhetorical Society Quarterly***

***College English.***

Readings will also come from books such as:

***Composition in the Rhetorical Tradition*** by Ross Winterowd

***Social Reflections on Reality*** edited by Sandy Baardman.

**English 375**

COURSE NAME/NUMBER

**SUPPLIES / MATERIALS:****STUDENT EVALUATION:**

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

Two summaries	30%
Midterm exam	20%
Final essay	30%
Annotated bibliography	20%

**COURSE CONTENT:**

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

Course content: Students will learn how theories of composition can be grouped into five schools: Current-traditional rhetoric, Romantic rhetoric, Neo-classical rhetoric, New rhetoric and New stylistics.

Students will understand how these theories approach composition as expression, rhetoric, evaluation and critical thinking.

A sample outline would include

Week 1	Introduction to the field of composition theory. Reading: Ross Winterowd, <i>Composition in the Rhetorical Tradition</i> .
Week 2	Five theoretical schools.
Week 3	<i>From Behavioural to Cognitive theories</i> Reading: Linda Flower and Robert Hayes, "Toward a Cognitive -Process Theory of Writing". Muriel Harris, Composing Behaviours of One and Multi-draft Writers.
Week 4	Classical rhetorical concerns revisited. Reading: Andrea Lunsford and Lisa Ede, "Audience Addressed? Audience Invoked".
Week 5.	Reading: Richard Larson, "Structure and Form in Non-fiction Prose".
Week 6	Reading: James Kinneavy, <i>A Theory of Discourse</i> . <b>First summary due.</b>
Week 7	Reading: James Porter, <i>Audience and Rhetoric</i> .
Week 8	<b>Midterm exam</b> , read-around of summaries.
Week 9	Social Construction theory. Reading: Nancy Sommers, "I Stand Here Writing".
Week 10	Reading: Richard Coe, <i>Process, Form and Substance</i> . Janet Giltrow, <i>Academic Writing</i> .
Week 11	Reading: Walker Gibson, "In Praise of Sophists".
Week 12	Reading: Joseph Harris, "After Dartmouth". James Zebroski, "Symposium: After Dartmouth". <b>Second summary due.</b>
Week 13	Workshop on bibliographies, final papers.
Week 14	Review, reading of final paper drafts.