

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:	Faculty of Arts & Applied Arts - English	
English 376		4
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS
	Rhetoric: An Historical Survey	
	COURSE DESCRIPTIVE TITLE	

CALENDAR DESCRIPTION:

This course introduces students to definitions and roles of rhetoric through the centuries. Readings and discussion in this survey will point to the long-standing connections among language, persuasion and education. The readings cover major periods of rhetoric: Classical, Medieval, Renaissance, Enlightenment and Twentieth Century.

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

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

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

MAXIMUM ENROLLMENT:	25
EXPECTED FREQUENCY OF COURSE OFFERINGS:	Once every three years
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 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): Rhonda Schuller	Chairperson: (Curriculum Committee) Jim Andersen
Department Head: Jim Andersen	Dean: Virginia Cooke
PAC Approval in Principle Date: _____	PAC Final Approval Date: November 27, 2002

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

The course gives students an increased understanding and appreciation of the Western Intellectual tradition as it has been expressed in classical, medieval and modern rhetorical theory.

METHODS:

Lecture, discussion, student group work, student oral presentations, and an annotated bibliography. Classroom coverage of the assigned readings is lecture-discussion. The midterm exam is an in-class timed writing. Students in small groups will present summaries/questions covering readings not covered in class. An annotated bibliography will cover all works read throughout the semester. Annotations will include comments on the helpfulness, difficulty, and /or connections of ideas within the readings. The summaries are 3 page summaries covering either two works (if the works are longer) or two rhetoricians (if short excerpts are covered) two works from the list of readings for the course. The final paper for the course will cover the works or ideas of at least three rhetoricians. The final paper is roughly 2000 words in length and follows MLA format.

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:]

The Rhetorical Tradition, ed Patricia Bizzel and Bruce Herzberg. NY: St. Martin's Press, Inc. 1990.

Or *English 376 course pack* of selected readings.

English 376

COURSE NAME/NUMBER

SUPPLIES / MATERIALS:

Students will know theories of rhetoric and be able to think critically about how rhetorical theory reflects the discourse of a culture.

STUDENT EVALUATION:

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

Midterm	15%
Annotated bibliography	15%
Group presentation	10%
Two summaries	30%
Final paper	<u>30%</u>
	100%

COURSE CONTENT:

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

Introduction to a range of definitions and roles of rhetoric.
Explanation of course readings, requirements.

Classical Rhetoric

Plato: Gorgias

Plato: Phaedrus

Aristotle: Rhetoric

Isocrates: Against the Sophists

Cicero: De Oratore

Quintilian: Institutes of Oratory

Medieval Rhetoric

Augustine: On Christian Doctrine

Renaissance Rhetoric

Peter Ramus: Arguments in Rhetoric against Quintilian

Francis Bacon: The Advancement of Learning

Enlightenment Rhetoric

George Campbell: The Philosophy of Rhetoric

Hugh Blair: Lectures on Rhetoric and Belles Lettres

Richard Whately

The Rhetoric of Composition

Henry N. Day, Alexander Bain, David J. Hill, Adams Sherman Hill

Twentieth Century Rhetoric

I.A. Richards: The Meaning of Meaning

I.A. Richards: The Philosophy of Rhetoric

Kenneth Burke: A Grammar of Motives

Kenneth Burke: A Rhetoric of Motives

Kenneth Burke: Language as Symbolic Action

Richard Weaver: Language Is Sermonic

Richard Weaver: The Phaedrus and the Nature of Rhetoric