



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 - see course syllabus available from instructor

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UCFV CREDITS

COURSE DESCRIPTIVE TITLE

This course offers readings and discussion that trace trends in writing curriculum design, theories of writing pedagogy and attitudes towards composition. Workshops teach students to understand assignment design and evaluation as well as curriculum design. This course is of value to prospective teachers.

COREQUISITES:

(Department/Program)

(Department/Program)

Lectures:	Hrs
Seminar:	Hrs
Laboratory:	Hrs
Field Experience:	Hrs
Student Directed Learning:	Hrs
Other (Specify):	Hrs

25

Once every three years

☐ No☐ No☒ No

PAC Approval in Principle Date: PAC Final Approval Date: February 26, 2003

English 379COURSE NAME/NUMBER

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

Students will design two semesters/terms of curriculum integrating writing assignments. Students will write a sequence of lesson plans and explain how these assignments support a theory of composition.

METHODS:

Lecture, discussion, oral presentations, workshop and small group work.

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 379 course pack

Readings drawn from NCTE (National Council of Teachers of English) publications:

Gary Tate, et al. **A Guide to Composition Pedagogies**. Oxford University Press, 2001

Bruce Lawson, et al. **Encountering Student Texts**. Urbana, IL: NCTE, 1989

Sandy Baardman, et al. **Social Reflections on Reality**. Literacy Publications, 1994

Roger Graves, **Writing Instruction in Canadian Universities**. Inshed Publications, 1994

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

Two integrating writing assignments into curriculum design papers	25 % each
Collected classroom workshops	20 %
Final paper	<u>30 %</u>
	100 %

COURSE CONTENT:

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

Week 1 In-class, on-cue writing, read- arounds.

Revisions, group organization.

Week 2 History of Composition in Canadian Schools. Readings by Henry Hubert and Sam Robinson.

Week 3 Process Theory. Lad Tobin in *A Guide to Composition Pedagogies*.

Week 4 Expressive Theory. Christopher Burnham in *A Guide to Composition Pedagogies*.

Visit elementary class, evaluation of writing, interviews.

Week 5 Rhetorical Pedagogy. William Covino in *A Guide to Composition Pedagogies*.

Collaborative Pedagogy. Rebecca Howard in *A Guide to Composition Theories*.

Week 6 Writing Development. Readings from James Britton and Janet Emig.

Week 7 Sampling texts: elementary, secondary, university.

Visit secondary school students. Evaluation of writings, interviews.

Week 8 Sequencing of assignments: Reading from *Teaching in a Two-Year Institution*.

Workshop curriculum design paper.

Week 9 Anthony Pare, et al. *Acting and Writing in the Workplace and University*.

Week 10 Ways of Reading. Readings from *Encountering Student Texts*.

Visit elementary class. Evaluation of writing, interviews on process.

Week 11 Evaluation. Readings from *Encountering Student Texts*.

Reading of sample essays

Week 12 Revision. Work with sample essays.

Visit secondary students. Interviews on processes, goals, texts.

Week 13 Conflicts in Theory and Practice. Readings from *Encountering Student Texts*.

Week 14 Workshop of curriculum design paper.