COURSE IMPLEMENTATION DATE: September 2003
COURSE REVISED IMPLEMENTATION DATE: September 2013
COURSE TO BE REVIEWED: September 2019
(six years after UEC approval) *(month, year)*

OFFICIAL UNDERGRADUATE 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 – see course syllabus available from instructor	

ENGL 379	College of Arts- English	4
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Rhetoric: Composition Teaching	
	COURSE DESCRIPTIVE TITLE	

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: This course is offered as ENGL 379 and EDUC 379. Students may take only one of these for credit.

PREREQUISITES: Any two 200-level English courses
COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):
(a) Replaces:
(b) Cross-listed with: **EDUC 379**
(c) Cannot take: **EDUC 379** for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 60
STRUCTURE OF HOURS:

Lectures:	**20**	Hrs
Seminar:		Hrs
Laboratory:		Hrs
Field experience:		Hrs
Student directed learning:	**10**	Hrs
Other (specify): Workshops	**30**	Hrs

TRAINING DAY-BASED INSTRUCTION:
Length of course:
Hours per day:

OTHER:
Maximum enrolment: **25**
Expected frequency of course offerings: Once every two years
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only) ☐ Yes ☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) ☒ Yes ☐ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: ☒ Yes ☐ No

Course designer(s): **Rhonda Schuller**			
Department Head: **John Pitcher**		Date approved:	**April 29, 2013**
Campus-Wide Consultation (CWC)		Date of meeting:	**n/a**
Curriculum Committee chair: **Tetsuomi Anzai**		Date approved:	**May 10, 2013**
Dean/Associate VP: **Jacqueline Nolte**		Date approved:	**May 10, 2013**
Undergraduate Education Committee (UEC) approval		Date of meeting:	**June 21, 2013**

LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:
1. Identify, analyze, and compare pedagogical ideologies.
2. Analyze and discuss curriculum design as it serves an ideology.
3. Design appropriate assignments within a curriculum plan.
4. Apply various assessment methods.
5. Research and write critically about theoretical work within composition teaching.

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

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

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s)   ☒ Portfolio assessment   ☒ Interview(s)

☐ Other (specify): Course may be challenged. PLAR methods will be assessed on a case-by-case basis.

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS: *[Textbook selection varies by instructor. An example of texts might be:]*

The St. Martin's Guide to Teaching Writing, 2008;
Comp Tales, Richard Haswell and Min-Zhan Lu. 2000.

SUPPLIES / MATERIALS:

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

Critical summary:	10%
Classroom presentation:	15%
Four assignment designs:	
Portfolio to include four (revised) assignments,	
assessment, ideology, and curriculum explanation:	30%
Research essay:	30%
Annotated bibliography:	15%

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

Week 1:	**Chapter 4:** Successful writing assignments
	CT: Classrooms
Week 2:	**Chapter 5:** Evaluating student essays
Week 3:	**Sommers:** Responding to student writing
	Connors, Lunsford: Frequency of formal errors
Week 4:	**Chapter 6:** Teaching invention
	CT: The writing
Week 5:	**Bishop:** Helping peer groups succeed
	CT: The student
Week 6:	**Selfe:** Toward new media texts
Week 7:	**Chapter 7:** Teaching arrangement and form
	CT: The public
Week 8:	**Chapter 8:** Teaching style
	Elbow: The cultures of literature and composition
	CT: Professional
Week 9:	**Chapter 9:** Teaching memory
	CT: Imagoes
Week 10:	**Leki:** Meaning/development of academic literacy
	CT Careers
Week 11:	**Chapter 10:** Teaching delivery
Week 12:	**CT:** Exiting the story
Week 13:	Portfolio workshop