

M: Course Objectives / Learning Outcomes

At the end of the course, the successful student will be able to satisfy the following learning objectives:

Reading:

1. read and understand academic discourse about social, political and cultural aspects of language and conflict
2. recognize and understand the basic concepts of rhetorical genre theory, critical theory, and pragmatics (theory readings)
3. recognize and understand how these course concepts have been applied to analysis of enduring struggles

Analysis:

1. apply course concepts to the analysis of empirical data gathered on one salient enduring struggle
2. apply course concepts to the analysis of discourse and primary texts/genres deployed in one salient enduring struggle

Research:

1. collect data by interviewing research informants involved in the public debate of an enduring struggle
2. collect data by observing and recording a public meeting, debate, or hearing on an enduring struggle
3. develop relevant categories for interpreting empirical data (thematic/qualitative and quantitative)

Writing:

1. write, draft, and revise coherent essay summaries of course readings
2. write, draft and revise a term paper on a major course concept based on relevant readings
3. write, draft and revise a unified and coherent academic research paper that combines readings with empirical research
4. provide constructive criteria-based peer feedback on drafts of classmates' writing assignments

Speaking:

1. prepare a five-minute oral presentation of a research project
2. deliver (extemporaneously) an uninterrupted, five minute oral presentation that conveys information and interest

N: Course Content:

Instructors will give students a representative sample of current theories of critical discourse analysis, rhetorical genre analysis, and pragmatics analysis, as well as case study readings focused on enduring struggles between marginal and mainstream groups. The course will cover selected key concepts from these three theoretical orientations:

*Theory**Rhetorical Genre Theory*

- the rhetorical situation
- the persuasive appeals
- complex audience analysis: reception theory
- identification and division
- genre theory and genre analysis
- classical and conciliatory arrangements

Critical Theory

- discourse/discursive formations
- language and identity construction
- ideology

- linguistic appropriation
- dialogism/interdiscursivity
- linguistic and symbolic capital

Pragmatics

- audience design
- background knowledge/knowledge structures
- politeness and modality (face-saving language)
- the cooperative principle

Any single version of the course will apply the three theoretical perspectives and related analytical approaches to both readings and empirical research on a salient enduring struggle.

Writing

- genre features of academic writing (summary, essay, research paper genres)
- invention and revision strategies

Speaking

- features of academic presentations
- strategies for addressing an academic audience

O: Methods of Instruction

Instruction will primarily be lecture and discussion format, with group work, peer editing, and student presentations based on readings and their research. Some instructors and students may include viewing and analyzing recorded meetings or interviews.

P: Textbooks and Materials to be Purchased by Students

The course material will introduce students to primary sources by key theorists. Course materials will include instructor-designed course packages composed of theoretical and research-oriented readings.

The following list is an example of potential selections for one reading package for a version of the course on the struggle for the environment:

Edward Corbett: (1971) "A Brief Explanation of Classical Rhetoric," *Classical Rhetoric for the Modern Student*

Richard Coe: (1990) "Persuasion" and "Argument," *Process, Form, and Substance*

Kenneth Burke: (1969) "Identification" and "Identification and Consubstantiality," *A Rhetoric of Motives*

Lloyd Bitzer: (1980) "The Communication Function," *Rhetoric in Transition (Ed. E.E. White)*

Carolyn Miller: (1994) "Rhetorical Community: The Cultural Basis of Genre," *Genre and the New Rhetoric*

Amy Devitt, Mary Jo Reiff, and Anis Bawarshi: (2004) "Using Genres to read Scenes of Writing," *Scenes of Writing: Strategies for Composing with Genres*

Catherine Schryer: (1994) "The Lab vs. the Clinic: Sites of Competing Genres," *Genre and the New Rhetoric*

Aviva Freedman: (2006) "Pushing the Envelope: Expanding the Model of RGS Theory," *Rhetorical Genre Studies and Beyond*

Janet Giltrow: (2002) "Meta-Genre," *The Rhetoric and Ideology of Genre*

Green: (1989) "What is Pragmatics?" *Pragmatics and Natural Language Understanding*

Clark: (1992) "Audience Design in Language Use: Chapters 7, 8, 9," *Arenas of Language*

Holland and Lave: (2001) "History in Person: An Introduction," *History in Person: Enduring Struggles, Contentious Practices, Intimate Identities*

Foucault: (1972) "The Discourse on Language," Appendix to *The Archaeology of Knowledge*

Bourdieu: (1991) "Description and Prescription," *Language and Symbolic Power*

Case studies selected from the following:

James Cantrill (1996): "Gold, Yellowstone, and the Search for a Rhetorical Identity." *Green Culture: Environmental Rhetoric in Contemporary America* (Herndl and Brown)

Craig Waddell (1996): "Saving the Great Lakes: Public Participation in Environmental Policy." *Green Culture: Environmental Rhetoric in Contemporary America* (Herndl and Brown)

Zita Ingham (1996): "Landscape, Drama and Dissensus: The Rhetorical Education of Red Lodge, Montana." *Green Culture: Environmental Rhetoric in Contemporary America* (Herndl and Brown)

Gregg Walker (2004): "The Roadless Areas Initiative as National Policy: Is Public Participation an Oxymoron?" *Communication and Public Participation in Environmental Decision Making* (Depoe, Delicath, Aepli Elsenbeer)

Steve Schwarze (2004): "Public Participation and (Failed) Legitimation: The Case of Forest Service Rhetorics in the Boundary Waters Canoe Area." *Communication and Public Participation in Environmental Decision Making* (Depoe, Delicath, Aepli Elsenbeer)

Q: Means of Assessment

Evaluation will be based on course objectives and will be carried out in accordance with Douglas College policy. Ninety-five percent of students' evaluation will be based on written work on which students receive feedback and instruction on their writing.

A sample of how assignments might be structured follows below:

- 2 summaries of course readings (2 x 10%)
- 1 critical summary based on two course readings (15%)
- Term paper on a major course concept (20%)
- Research paper: analysis of the genres, speech, and discourses that constitute one enduring struggle (35%)
- Oral presentation (10%)

Exact means of assessment and their percentages for course grade will be specified in the instructor's course outline.

Writing Competency Bar: A student must achieve a grade of C- or better (on first submission) on both the term paper and research paper in order to achieve a grade of better than P for the course.

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

Not open for PLAR.

Course Designer(s)

Education Council / Curriculum Committee Representative

Dean / Director

Registrar