



Douglas College

COURSE INFORMATION

A: Division: INSTRUCTIONAL

Date: NOVEMBER, 1997

B: Faculty: LANGUAGE, LITERATURE & PERFORMING ARTS

New Course:

Revision of Course NOVEMBER 1994

Information Form: X

C: PRFU 201

D: LANGUAGE STUDIES

E: 3

Subject and Course Number	Descriptive Title	Semester Credit					
<p>F: Calendar Description: This course introduces students to theories of language relevant to the writer's craft. Instruction will focus on ways to identify different styles of writing, to understand the relation between style and content, and to predict readers' responses to texts. Students will learn to analyze writing tasks from these perspectives, and to assess texts for their readability and their appropriateness to given situations.</p>							
<p>Summary of Revisions: (date & section) 94.11 - C,H,J,M 97.11 - A,B,H,N,O,P,R</p>							
<p>G: Type of instruction: Hrs per week</p> <p>Lecture: 2 hrs Laboratory: hrs Seminar: 2 hrs Clinical Experience: hrs Field Experience: hrs Practicum: hrs Shop: hrs Studio: hrs Student Directed Learning: hrs Other (specify) hrs Total: 4 hrs</p>	<p>H: Course Prerequisites CMNS 218</p>						
	<p>I: Course Corequisites NONE</p>						
	<p>J: Course for which this Course is a Prerequisite None</p>						
	<p>K: Maximum Class Size: 30</p>						
	<table border="1"> <tr> <td>M: Transfer Credit</td> <td>Requested</td> <td></td> </tr> <tr> <td></td> <td>Granted:</td> <td>x</td> </tr> </table>		M: Transfer Credit	Requested			Granted:
M: Transfer Credit	Requested						
	Granted:	x					
<p>L: College Credit Transfer x College Credit Non-Transfer Non-Credit</p>	<p>Specify Course Equivalents or Unassigned Credit as appropriate: UBC: ARTS 1 (3) SFU: ENGL (3) U Vic: Other: See BC Transfer Guide</p>						

Hal Gray
Coordinator
Course Designer(s)

Imeace
Faculty Dean

Michael
Vice-President
P. H. D.
Registrar

N. Textbooks and materials to be purchased by students.

Brown, G. and Yule, G. Discourse Analysis. Cambridge, 1983.

Vande Kopple, William. Clear and Coherent Prose. Scott, Foresman and Company, 1989.

O. COURSE OBJECTIVES

Students will become familiar with theories of genre, principles of classical rhetoric, and models of reading comprehension. They will develop techniques for analyzing texts in response to generic conventions, rhetorical profile, and readability. They will learn to apply theory and analytic techniques to writing tasks.

P. COURSE CONTENT

1. Genres and their social contexts

The student will

- a) become familiar with theories of genre which describe the relations between genre and context - i.e. between styles of writing and the distinct situations which these styles serve;
- b) analyze samples of genres to determine the conventions - i.e., the regular forms of expression, organization and situation - which distinguish them from one another;
- c) examine the role of innovation in different types of writing, and the opportunities for and constraints on individual writers' innovations.

2. Reader and text

The student will

- a) become familiar with research on reading comprehension which explains the roles of word choice, grammar, coherence, and format in the reader's experience of text;
- b) become familiar with basic principles of classical rhetoric which help to explain the success or failure of texts in addressing their readers;
- c) become familiar with current explanations of the role that conventions of style and organization play in the reader's comprehension;
- d) analyze text samples to (i) describe their genre features and rhetorical profile, and (ii) estimate the ease with which the intended reader could understand and use the text;
- e) complete exercises on the functional linguistic approach to coherence (Vande Kopple).

P. COURSE CONTENT - cont'd

3. Writer and text

The student will

- a) compose examples of specific genres, consulting the genre descriptions devised;
- b) evaluate writing in light of conventions of style and organization, rhetorical profile, and models of the way readers understand - or fail to understand - what they are reading.

4. Techniques of analysis

The student will

- a) learn and apply techniques for analyzing (i) a text's patterns of abstract and concrete reference, and (ii) its levels of generality and their arrangement;
- b) learn and apply techniques for analyzing grammatical features crucial to reading comprehension;
- c) learn and apply techniques for analyzing a text's patterns of coherence;
- d) learn and apply techniques for analyzing the role of background knowledge in a text;
- e) use these techniques to develop descriptions of different types of writing;
- f) use these techniques to estimate appropriateness and readability of texts;
- g) learn how to use interview techniques (e.g. think-aloud protocols) to elicit readers' responses to texts, and to use the results of these interviews in the drafting or revision process.

Q. METHOD OF INSTRUCTION

In lectures, the instructor will introduce theory and demonstrate analytic techniques. In seminars, students will practice analysis of sample texts and of their own writing. In fieldwork, students will gather data on readers' comprehension by conducting and recording interviews with readers. In their written assignments, students will provide analyses using the theories and techniques introduced in lecture, and they will compose in the genres they have analyzed.

R. EVALUATION

Rhetorical Analysis	10%
Genre Analyses (3)	50%
Report of Reader Interview (think-alouds)	20%
Genre Sample and Analysis	<u>20%</u>
	100%