



EFFECTIVE: SEPTEMBER, 2008 **CURRICULUM GUIDELINES**

A.	Division:	Education	Effective Date:	September, 2008		
B.	Department / Program Area:	LANGUAGE, LITERATURE AND PERFORMING ARTS: COMMUNICATIONS	Revision	<input type="checkbox"/>	New Course	<input checked="" type="checkbox"/>
			If Revision, Section(s)			

This course gives students practice in using analytical approaches to the study of language and power to examine how language constructs ideology, institutions, and identity in the contexts of enduring struggles (e.g. struggles over human rights for prisoners, gays, women, the homeless, people with disabilities, language and cultural identity, and the environment). Readings on the theoretical perspectives that inform these approaches are combined with applications to enduring struggles between less powerful groups and institutions (e.g. the penal system, the law, governments, the medical system, corporations, the scientific community, and academia). Students leave the course with analytical tools that would be relevant in a wide range of disciplines as vehicles of inqu

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

Pragmatics

- audience design
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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