

## Single-Block Visiting Tutor – Foundation Rhetoric

Quest University Canada seeks applications from talented and experienced university-level teachers to offer an 18-day immersion block (approx. 3 hours of contact time per day) of a Foundation-level course, to take place September 27 to October 20. The course is described as follows:

**Course description:** *All scholars read and write, make presentations of their findings, and engage in other rhetorical pursuits to participate in academic and public conversations. These conversations require that they make different kinds of compelling arguments-written, verbal, and visual-to particular audiences. Rhetoric at Quest is primarily designed to help students at all levels become better participants in these scholarly and community interactions.*

A more detailed description of the course is included below.

**About Quest:** Quest University Canada, located in Squamish, British Columbia, Canada, offers an interdisciplinary liberal arts and science degree to undergraduates in seminar-style classes limited to 20 students. Run on a block schedule, courses are intensive and highly interactive. Further details about Quest can be found at <https://questu.ca/>

We afford instructors a fair amount of freedom in terms of how they meet the learning outcomes of Rhetoric, though there are set assignments that can be adapted to any theme (see Common Assignments, below).

### Minimum Requirements:

- M.A. in any field, with expertise in rhetorical discourse; PhD preferred.

**To Apply:** Please send a single PDF including a cover letter, current CV, and evidence of teaching excellence (which may include such documents as: course evaluations, a sample syllabus, a statement of teaching philosophy, etc.) to [human.resources@questu.ca](mailto:human.resources@questu.ca) with subject line "Rhetoric Application." Applications will be accepted until the position is filled.

Quest University Canada sits on the traditional, unceded territory of the Skwxwú7mesh peoples, and is a diverse community with students representing over 40 different countries, a range of ethnic and religious identities, sexual orientations. We seek candidates who will help us further the goal of making Quest an inclusive campus. All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority. Quest University Canada is strongly committed to employment equity and welcomes applications from all qualified women and men, including visible minorities; First Nations, Metis, Inuit and Indigenous persons; and persons with disabilities. While we thank all applicants for their interest, only those applicants who have been given consideration for an interview will be contacted.

## **Rhetoric Course Description**

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## **Course Goals**

We hope to introduce students to the following:

- their own rhetorical process and their power to transform it;
- the elements of rhetoric that transcend genre;
- the connections between reading and writing;
- the notion of academic integrity;
- and the common rhetorical moves in academic discourse.

We also aspire to provide opportunities for practice of this new knowledge in an environment that privileges intellectual rigor, collaboration, and revision.

## **Student Learning Outcomes**

Students who complete Quest's Rhetoric Course should be able to . . .

- demonstrate an emerging awareness of the conventions of academic discourse by using a particular style to create citations;
- develop strategies to overcome research-related barriers;
- write a Rhetoric Action Plan goal for incorporating feedback into drafts and revisions;
- attempt to escape the five paragraph essay pattern;
- develop critical reading strategies for engaging with academic readings;
- effectively incorporate diverse resources (see below) into a variety of arguments:

- (1) demonstrate the ability to summarize and paraphrase;
- (2) use quantitative information as evidence in an argument;
- (3) incorporate, interpret, or analyze images.

## **Common Assignments**

The structure of this course should allow for individual instructors to supply themes to guide the choice of materials that the students will be reading and the topics of the projects they'll be creating. Themes ought to be broad enough to encompass assignments in the humanities and the sciences and should be springboards for the course content, which is rhetoric.

All Rhetoric tutors agree to three major, common assignments: (1) a humanities-style analysis, (2) a science communication assignment, and (3) a presentation. There is no prescribed order although most instructors follow the recommended order—Annotated Bibliography, Science Communication, Humanities Analysis, Presentation.

In addition, all Rhetoric students complete their Rhetoric Action Plan to begin their action-oriented rhetorical journey at Quest. All Rhetoric students also participate in an experiential assessment survey process in which they answer questions about what they learned, provide evidence to support learning claims, and reflect on the connections between the claim and the evidence.