

## Course Syllabus

Title of the course	<b>Rhetoric: the Practice of Oral and Written Communication</b>		
Title of the Academic Programme	Bachelor's Programme " <i>Political Science and World Politics</i> "		
Type of the course	Core		
Prerequisites	English proficiency equivalent to B2 and higher (CEFR)		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	40 academic hours	112 academic hours	152 academic hours
Course Overview	During the course students will be developing key skills in rhetoric as well as raise their understanding and awareness of the key theoretical foundations of rhetoric within the disciplinary frame of Political studies.		
Intended Learning Outcomes (ILO)	<b>ULO<sub>4</sub>, ULO<sub>5</sub>, ULO<sub>8</sub></b> As the major learning outcome, we expect students to understand and to become familiar with the theoretical foundations and key concepts of Rhetoric, critically develop skills of a critical rhetor (rhetorical situation, rhetorical act), of speaking and writing in a set of rhetorical situations.		
Teaching and Learning Methods	The course consists of interactive lectures/seminars and encourages active learning via peer learning, critical thinking, project-based work, technology-enhanced and responsible learning approaches.		

### Content and Structure of the Course

№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
1	Introduction to the course. History of Rhetoric as a discipline.	20 hours	2 hours	2 hours	16 hours
2	Rhetorical triangle	20 hours	2 hours	2 hours	16 hours
3	50 shades of argument	14 hours	2 hours	2 hours	10 hours
4	Visual rhetoric	14 hours	2 hours	2 hours	10 hours
5	Rhetoric and writing. From clear thinking towards clear writing	14 hours	2 hours	2 hours	10 hours
6	Analysis of a rhetorical situation. Critical reading skills	14 hours	2 hours	2 hours	10 hours
7	Political rhetoric	14 hours	2 hours	2 hours	10 hours
8	Language and Discourse. Political studies and its field	14 hours	2 hours	2 hours	10 hours
9	Rhetoric and speaking	14 hours	2 hours	2 hours	10 hours

10	Contrastive rhetoric	14 hours	2 hours	2 hours	10 hours
<b>Total study hours</b>		152 hours	20 hours	20 hours	112 hours
Indicative Assessment Methods and Strategy	Weekly assessment includes class participation and home assignment. End-of-the-course assessment is a written examination. This is an 1,5 hour exam that assesses students' skills of rhetorical analysis of visual/verbal texts (texts of various modality). Students write a short analytical essay. Students accumulate points for the class activities, and tasks prepared at home. The maximum number of points is 165 (overall for the course). The final exam essay is 20 points and is not included in the cumulative points. If the accumulated score equals 125 points or higher, the student is free from the final exam. In this case the mark for the final exam equals the accumulated mark. Final grade = 0,6 cumulative grade + 0,4 exam grade.				
Readings / Indicative Learning Resources	<p><b>Mandatory</b>  Strongman, Luke. Academic Writing. - Cambridge Scholars Publishing, 2013  Zverev, S. E. Ritorika [Rhetoric]: uchebnik i praktikum dlya bakalavriata i magistratury. — M. : Izdatel'stvo Yurait, 2018. — 311 s.  Chikileva, L. S. Angliiskii yazyk dlya publichnykh vystuplenii (B1-B2). [English for public speaking ]: ucheb. posobie dlya bakalavriata i magistratury. — M. : Izdatel'stvo Yurait, 2018. — 167 s.  Voitik, N. V. Rechevaya kommunikatsiya [Communication]: ucheb. posobie dlya vuzov / N. V. Voitik. — M. : Izdatel'stvo Yurait, 2018. — 125 s.</p> <p><b>Optional</b>  Moskvin, V. P. Ritorika i teoriya argumentatsii [Rhetoric and theory of argumentation] : uchebnik dlya vuzov / V. P. Moskvin. — 3-e izd., pererab. i dop. — M. : Izdatel'stvo Yurait, 2019. — 725 s.  Ritorika [Rhetoric]: uchebnik dlya akademicheskogo bakalavriata / V. D. Chernyak [i dr.] ; pod obshch. red. V. D. Chernyak. — M. : Izdatel'stvo Yurait, 2019. — 430 s.  Ivin, A. A. Ritorika [Rhetoric]: uchebnik i praktikum dlya akademicheskogo bakalavriata / A. A. Ivin. — M. : Izdatel'stvo Yurait, 2019. — 278 s.</p> <p><b>Additional Resources</b>  The following are a list of recommended periodicals that are relevant to rhetorical analysis in this course:  <a href="http://www.bbc.com/news">http://www.bbc.com/news</a>  <a href="https://theconversation.com">https://theconversation.com</a>  <a href="https://www.theguardian.com">https://www.theguardian.com</a>  <a href="https://www.huffingtonpost.com">https://www.huffingtonpost.com</a></p> <p><b>Software applications:</b>  Schooly platform  <a href="https://app.schooly.com/course/1397631433/materials">https://app.schooly.com/course/1397631433/materials</a>  Presentation makers: Prezi, Keynote, Google Slides, Readymag, Flowvella  Online concordances for collocation check: <a href="http://www.just-the-">http://www.just-the-</a></p>				

	<a href="http://word.com">word.com</a> and <a href="http://ozdic.com/">http://ozdic.com/</a> Proofreaders: <a href="http://www.paperrater.com">www.paperrater.com</a> and <a href="http://www.grammarly.com">www.grammarly.com</a> Mind map maker: MindMeister		
Indicative Self- Study Strategies	<b>Type</b>	<b>+/-</b>	<b>Hours</b>
	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+	30
	Assignments for seminars / tutorials / labs	+	40
	E-learning / distance learning (MOOC / LMS)	+	10
	Fieldwork	-	-
	Project work	+	+ 28
	Other (please specify)	-	-
	Preparation for the exam	+	4
Academic Support for the Course	Academic support for the course is provided via LMS and Schoology platforms, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials.		
Facilities, Equipment and Software	Possible use of the following equipment: computer and audio speakers, projector, screen, board, sound-producing equipment.		
Course Instructor	Natalia Viktorovna Smirnova, PhD, Senior lecturer		

### Intended Learning Outcomes (ILO) Delivering

Programme ILO(s)	Course ILO(s)	Teaching and Learning Methods for delivering ILO(s)	Indicative Assessment Methods of Delivered ILO(s)
ULO <sub>4</sub>	Able to outlines the need for resources and plan its using for solving professional problems	Problem-solving tasks, in-class group work, tutorials	Homework assignments, in-class group assignments
ULO <sub>5</sub>	Work with information: find, define and use the information from different sources which required for solving of research and professional problems (including the system approach)	Problem-solving tasks, in-class group work, tutorials	Homework assignments, in-class group assignments
ULO <sub>8</sub>	Able to efficiently communicate based on the goals and communication situations	Problem-solving tasks, in-class group work, tutorials	Homework assignments, in-class group assignments

## Course Content

### TOPIC 1: Introduction to the course. History of Rhetoric as a discipline.

- Course overview and its goals, learning outcomes and assessment, policy;
- The role of English proficiency as a factor successful intercultural communication;
- Use of resources;
- History of Rhetoric as a field of science, key concepts.

#### Training focus:

- Sample task: Write a 100-word paragraph and explain what Rhetoric is. Use all of the following concepts (...).

### TOPIC 2: Rhetorical triangle.

*Quiz. Do you remember?*

- Rhetorical triangle (concepts of text, rhetor, audience);
- Rhetoric as Art of persuasion: Logos, Ethos, Pathos (the Three Means of Persuasion);
- The Three Genres of Rhetoric;
- The Five Canons of Rhetoric;
- The Virtues of Style;
- A Brief Summary of Rhetorical Figures.

#### Training

- Read the text and define the concepts of text, rhetor, audience. Apply the following concepts to the rhetorical analysis of a piece of text.
- Read the chapter on Logos, Ethos, or Pathos and make a team presentation.

### TOPIC 3: 50 shades of argument.

*Quiz. Do you remember?*

- Argument notion and its key components;
- Models of argument (Toulmin model, Hoey model, Rogerian model);
- Deductive and inductive arguments. Standards for deductive arguments: validity, truth, soundness. Standards for inductive arguments: strong, weak, and cogent;
- Key argument fallacies.

#### Training

- Read the article and identify its argument structure.
- Read the sample essay. Identify its argument structure. Is there anything missing? (analytical essay case)

### TOPIC 4: Visual rhetoric.

*Quiz. Do you remember?*

- Visual rhetoric (emotions, trust, logic);
- Let's analyze advertisements and their rhetoric;
- Document design as visual rhetoric (designing a poster).

#### Training

- At home, each group with 3-4 members needs to find an advertisement example of any services or goods and analyze its visual rhetoric. Bring this picture to the class, show it with the help of the projector and in a 3 min. talk explain its visual rhetoric to the rest of the group. The groups present their talks on visual rhetoric in the classroom.

- Develop a poster (visual design).

**TOPIC 5: Rhetoric and writing. From clear thinking towards clear writing.**

- The idea of clear and critical writing;
- Differences between critical and non-critical writing;
- Indicators of critical writing in composition: thesis statement and its strength;
- Linguistic indicators of critical writing: thesis statement, writer's voice, hedging/boosting.

**Training**

- Study the letter of motivation of a student that was sent to an Ivy League college in The USA. Identify its structure. What structure should a motivation letter follow? Suggest ways how to make this letter of motivation stronger.
- Follow the link. Imagine that you would like to study with the .... Study the information for the applicants and write a letter of motivation. Identify the best letter of motivation in the group by voting.

**TOPIC 6: Analysis of a rhetorical situation.**

- Argument patterns in texts;
- Critical reading skills in practice;
- From critical reading to critical speaking;
- Discussion skills at a seminar (Socrates method, etc.).

**Training**

- Analyse the rhetorical situation. Identify the argumentation pattern in the text.
- Read the text critically, take relevant notes and prepare questions for a classroom-based discussion.

**TOPIC 7: Political Rhetoric.**

- How to perform rhetorical analysis of politicians' speeches (D.Trump, M.Thatcher, etc.);
- Researching political discourse: focus on methods.

**Training**

- Choose one public talk by a famous politician. Analyse it and explain its rhetoric.

**TOPIC 8: Language and Discourse. Political studies and its field.**

- Discourse notion theories;
- Discourse conventions; what counts as evidence in Political studies? (data as proof).

**Training**

- Sample task: Write a 100-word paragraph and explain what Discourse is. Use all of the following concepts (...).

**TOPIC 9: Rhetoric and speaking.**

- Focus on public presentations;
- Verbal aspects, Non-verbal aspects of a public talk;
- Designing visual support for a public talk;
- Job interview: rhetorical analysis.

**Training**

- Public speaking game (film your speech).
- Game: You are fired! Self-presentation (Donald Trump Interview case - Tell about yourself).

**TOPIC 10: Contrastive Rhetoric.**

- Contrastive Rhetoric notion. Russian vs English (reader-writer orientedness in writing and speaking);
- EFL support sources for non-native speakers of English;
- Case of a corpus-based Political study.
- Problematizing critical thinking notion and Developing critical thinking skills.

### Training

- Read a sample research paper in Political studies, define what data is used as a proof and how it is integrated into writing.
- Sample task: Write a 100-word paragraph and explain what Critical thinking is. Use all of the following concepts (...).
- Take part in the case – Global Leader.

## Annex 2

### Assessment Methods and Criteria

#### Assessment Methods

Types of Assessment	Forms of Assessment	Modules			
		1	2	3	4
Formative Assessment	Test				
	Essay			*	
	Report/Presentation			*	
	Project			*	
	In-class Participation			*	
	Other (write appropriate control forms for the course)			*	
Interim Assessment (if required)	Assignment (e.g. written assignment)				
Summative Assessment	Exam			*	

## Assessment Criteria

### In-class Participation

Grades	Assessment Criteria
«Excellent» (8-10)	A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge.
«Good» (6-7)	Shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression.
«Satisfactory» (4-5)	Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers.
«Fail» (0-3)	Limited evidence of relevant knowledge and an attempt to address the topic. Unable to offer relevant information or opinion in answer to follow-up questions.

### Written Assignments (Essay, Test/Quiz, Written Exam, etc.)

Grades	Assessment Criteria
«Excellent» (8-10)	Has a clear argument, which addresses the topic and responds effectively to all aspects of the task. Fully satisfies all the requirements of the task; rare minor errors occur;
«Good» (6-7)	Responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors.
«Satisfactory» (4-5)	Generally addresses the task; the format may be inappropriate in places; display little evidence of (depending on the assignment): independent thought and critical judgement include a partial superficial coverage of the key issues, lack critical analysis, may make frequent errors.
«Fail» (0-3)	Fails to demonstrate any appropriate knowledge.

### Self-Check Questions for Assessing the Quality of Course Understanding

- What is Rhetoric?
- What do you know about the history of Rhetoric as a discipline?
- What is visual rhetoric and its tools?
- What is a rhetorical analysis?
- List three components of a rhetorical triangle and explain how they work.
- What is argument?
- What argument models do you know? How are they applied and in what contexts?
- What does it mean to critically read a text?
- What does it mean to take part in a seminar discussion?
- What is discourse? How this knowledge can be applied to the field of Political studies?
- How to make analysis of a political speech?
- How to write critically and clearly? What linguistic indicators do you know? Provide examples.
- How to develop a good public talk? What rhetorical components are important to consider?
- What is critical thinking? What are the key features of critical thinking?

- What is the focus of contrastive rhetoric? How can it be applied in Political studies research?

**Transfer of total cumulative points into the HSE grades:**

**«Excellent» (8-10)**

155-165 points = 10  
 145 – 154 points = 9  
 144 – 125 points = 8

**«Good» (6-7)**

124 – 96 points = 7  
 95-76 points = 6

**«Satisfactory» (4-5)**

75 – 56 points = 5  
 55- 41 = 4

**«Fail» (0-2)**

40-29 = 3  
 28 – 18 = 2  
 17 – 1 = 1

<p><b>Task 1. Perform rhetorical analysis of your favorite text (poem, novel, lyrics, image, etc.) using your notes from the lecture 1 and seminar 1.</b></p>	<p>The main goal is to demonstrate your ability to rhetorically <b>analyze</b> a piece of text and <b>introduce</b> your analysis.          Maximum 10 points = sample text presentation + analysis talk          Your text sample presentation (coherence and cohesion, depth, quality of visualization) = 5 points. Rhetorical analysis talk = 5 points. Several recommendations about the talk: reading (from handouts, mobile phone) isn't suitable from a short talk. It actually damages your communication skills the contact with your audience. Express the main idea in your own words and several good examples would be enough. Stick to timing. Follow the time limit of 3-5 minutes.          1 point = does not meet the requirement          2 points= weak          3 points= competent          4 points= strong          5 points= superior</p>
<p><b>Task 2. Read and tell about a famous rhetorician, his contribution. Choose a rhetorician from the list (Google link).</b></p>	<p>The purpose: Your task is to read and talk about a famous rhetorician. Choose one person from the list (who you find the most interesting, promising, etc.). List of names is to be sent by the instructor. Create a captivating story about a rhetorician. Dig deep and find something really fascinating about his personality, his texts and achievements in rhetoric. Use small excerpt from the original texts created by the rhetorician to illustrate your points.          Talk – 5 minutes. The quality of your ideas is important. No PLAGIARISM.          Maximum 10 points:          - 3 points for quality of content, integrity and logical structure of your</p>

	<p>ideas and insights.</p> <ul style="list-style-type: none"> <li>- 3 points for reflection (the validity and meaningfulness of your thesis)</li> <li>- 3 points for creativity (outstanding or peculiar reasoning or form) and literacy</li> <li>- 1 point – bonus (something that made your tutor amazed, dazzled or excited)</li> </ul> <p>0 – the criterion is not met, 1 - the criterion is partially met, quite a lot of defects or mistakes, 2 – the criterion is partially met, several defects or mistakes, 3 – the criterion is met</p> <p>Recommendations on how to structure your talk. Your talk should contain a well-reasoned intellectual reflection over some question or problem. It requires a clear individual position of the author. The distinct feature of the talk is a three-component structure (introduction, main body and conclusion). It needs to be coherent, its main thesis and arguments must not contradict each other. At the same time, be creative and engage your audience, use visual support.</p>
<p><b>Task 3. Read chapters on Logos, Ethos, or Pathos and make a team presentation. Use your own examples to illustrate your ideas.</b></p>	<p>Team talk is 5-7 minutes. The quality of your examples is important. No PLAGIARISM.</p> <p>Maximum 10 points:</p> <ul style="list-style-type: none"> <li>- 3 points for quality of content, integrity and logical structure of your ideas and insights based on the reading of the chapters</li> <li>- 3 points for reflection (the validity and meaningfulness of your own examples)</li> <li>- 3 points for creativity (outstanding or peculiar reasoning or form)</li> <li>- 1 point – bonus (something that made your tutor amazed, dazzled or excited)</li> </ul> <p>0 – the criterion is not met, 1 - the criterion is partially met, quite a lot of defects or mistakes, 2 – the criterion is partially met, several defects or mistakes, 3 – the criterion is fully met</p>
<p><b>Task 4. Make a claim about something important you believe in.</b></p>	<p>Part 1: develop an image using visual rhetoric to send your message. Poster format.</p> <p>Part 2: develop a paragraph and persuade your readers to believe your claim. Use argument structure.</p> <p>Part 1 = Talk – 2-3 minutes. The quality of your visual argument and your explanation are important. No PLAGIARISM.</p> <p>Maximum 10 points:</p> <p>Poster presentation and talk</p> <ul style="list-style-type: none"> <li>- 3 points for quality of content, integrity and logical structure of your ideas and insights.</li> <li>- 3 points for reflection (the validity and meaningfulness of your examples)</li> <li>- 3 points for creativity (outstanding or peculiar reasoning or form) and visualization quality</li> <li>- 1 point – bonus (something that made your tutor amazed, dazzled or excited)</li> </ul> <p>0 – the criterion is not met, 1 - the criterion is partially met, quite a lot of defects or mistakes, 2 – the criterion is partially met, several defects or mistakes, 3 – the criterion is fully met</p> <p>Recommendation:</p>

	<p>Topics should not be repeated in the same group, work in pairs, poster paper size is A0-A3 (Printed or handwritten). Add main sources of information. Reading (from handouts, mobile phone or even your own poster) isn't suitable. Follow timing. We will discuss your posters during the workshop. Please, be ready to present your poster in 2-3 minutes and answer the questions (don't retell or reread all the info from your poster, just talk about the main idea, rhetorical tools that you used to create the message). Part 2 = a 100-word paragraph with the claim and the argument. The quality of your verbal argument is important. No PLAGIARISM. Maximum 10 points.</p>
<p><b>Task 5. Perform rhetorical analysis of a politician's speech. You will be given one public talk by a famous politician. Analyse it and explain its rhetoric.</b> (Source: Great speeches CD (1940-1987, 13 speakers)).</p>	<p>Delivery mode: team talk Several recommendations about the task: Step 1 – listen to the audio, make a transcription of the text. Highlight any interesting, important aspects of the talk (the manner, voice and pitch, choice of words, etc.) Step 2 – find relevant information about the context of this speech (who the speaker is, why, when, to whom the talk is made, what is the main message, why this talk was important and how it influenced the life of people, the speaker, the course of history). Step 3 – using the rhetorical analysis tools, analyse the speech. Find examples for the tools used. Step 4 – prepare a talk (5-7 minutes). In your talk, you should provide the results of your rhetorical analysis of a speech. Remember, you have limited time and you cannot tell all the important things that you have discovered. Prioritize and make choices what and when you are talking about. Grading criteria – see appendix A. Team talk = maximum 15 points. Draft script, notes from reading = additional 5 points.</p>
<p><b>Task 6. In class. Work in a group of 3-4 students and do the rhetorical analysis of a piece of text. Write a 300-word text (rhetorical triangle). Peer-review.</b></p>	<p>Guidelines: create an essay and analyze the rhetoric of the text, find rhetorical tools (micro, macro, strategies, tropes and schemes, etc.), explain with examples from the text how each of them and all of them together create a certain effect on the reader. Size of the text is 300- 500 words. The number of words is less important than the quality of your ideas. Create a title page – your names, your study group number, Source information. Zero plagiarism tolerance. Any sign of plagiarism leads to a fail. Generally, an essay is a small text, which contains a well-reasoned thinking over some question or problem. It requires a clear individual position of the author. The distinct feature of the essay is the free composition (i.e. there is no strict structure). However, even having a free structure, it needs to be coherent, its main thesis and arguments must not contradict each other. This genre not only requires you to show your knowledge, but also your originality of thinking and the ability to justify your opinion. Grading criteria – see Appendix B. Assessment Rubric for Rhetorical Analysis of a text (peer review)</p>
<p><b>Task 7. OPTIC model analysis and</b></p>	<p>Guidelines: create an essay and analyze the rhetoric of the text, find OPTIC model rhetorical tools, explain with examples from the visual</p>

<p><b>essay. Peer-review.</b></p>	<p>how each of them and all of them together create a certain effect on the audience. Size of the text is 300-500 words. The number of words is less important than the quality of your ideas. Create a title page – your names, your study group number, Source information. Zero plagiarism tolerance. Any sign of plagiarism leads to a fail.</p> <p>Generally, an essay is a small text, which contains a well-reasoned thinking over some question or problem. It requires a clear individual position of the author. The distinct feature of the essay is the free composition (i.e. there is no strict structure). However, even having a free structure, it needs to be coherent, its main thesis and arguments must not contradict each other. This genre not only requires you to show your knowledge, but also your originality of thinking and the ability to justify your opinion.</p> <p>Grading criteria – see Appendix B. Assessment Rubric for Rhetorical Analysis of a text (peer review).</p>
<p><b>Task 8. Letter of motivation. Identify the argument, rhetorical situation; make suggestions on how to improve it. Peer-review of a letter of motivation.</b></p>	<p>Study the case and write a letter of motivation. Peer review your partner’s essay.</p> <p>Peer review process and mechanics. Your task is to review your colleague’s letter of motivation. What is a review? It should be a text that overviews the quality of the work – advantages (in thesis), disadvantages (using the system of criteria given for the letter of motivation). You have to put a mark (10 points maximum) and explain its every component.</p> <p>You look at the paper as a potential member of a review board. You should be able to see potential areas for growth and suggest ways to make the text stronger. You will be given the list of whose letter of motivation you review and who will review yours. The number of words is not limited, but your review should give a strong explanation about the rhetoric of the letter answer, why you are putting this or that grade.</p> <p>Maximum is 10:</p> <ul style="list-style-type: none"> <li>- maximum 3 – argument and structure of the text, format</li> <li>- maximum 3 – validity of conclusions</li> <li>- maximum 3 – profoundness of evidence</li> <li>- maximum 1 – English accuracy (grammar, vocabulary, and punctuation)</li> </ul>
<p><b>Task 9. Public speaking (local governor speech). OR You are fired! Self-presentation</b></p>	<p>(Donald Trump Interview case).</p> <p>Maximum is 10:</p> <p>Speech assessment criteria:</p> <ul style="list-style-type: none"> <li>- 3 points for quality of content, integrity and logical structure of your ideas and insights, rich use of rhetorical tools (micro and macro).</li> <li>- 3 points for reflection (the validity and meaningfulness of your examples in the context)</li> <li>- 3 points for creativity (outstanding or peculiar reasoning or form) and visualization</li> <li>- 1 point – bonus (something that made your tutor amazed, dazzled or excited)</li> </ul> <p>0 – the criterion is not met, 1 - the criterion is partially met, quite a lot of defects or mistakes, 2 – the criterion is partially met, several defects or</p>

	<p>mistakes, 3 – the criterion is fully met  Draft script, notes from reading = additional 5 points.</p>
<b>Task 10. A Global leader discussion.</b>	<p>Work in groups. Discuss leadership in Cross cultural communication. Active and productive participation leads to 10 points. Occasional comments lead to 7 points. Lack of contributions leads to 0 points.</p>
<b>LEARNING JOURNAL</b>	<p>Weekly detailed and quality notes after each lecture (input material + your comments about it),  Weekly detailed and quality notes after each seminar (notes from presentations, case studies, rhetorical tools and samples)  Weekly self-reflection pieces on your progress, challenges, new skills, etc.  Course feedback (in a free form)  Collection of all the drafts for all the assignments  Each journal entry should be meaningful, good quality.  The maximum is 20 points on a condition that you have all the notes from all the abovementioned categories and their quality is assessed by the content and profoundness of your reflections.</p>

Appendix A. Assessment Rubric for Rhetorical Analysis of a political speech. Max. 15 points.

Criteria	5 points= superior	4 points= strong	3 points= competent	2 points= weak	1 point = does not meet the requirement
Analysis of a speech  Max. 5	Specific, developed analysis and insightful observations.	Analysis is generally sound but could be more specific or insightful in some areas.	General and/or undevelope d analysis.	Analysis is sparse and lacks insight.	No relevant analysis and insightful observations made.
Supportin g details  Max. 5	Support information is related to analysis and supportive of the topic/subject.	Support information has minor weaknesse s relative to analysis and/or support of the topic/subje ct.	Support information has major weaknesse s relative to analysis and/or support of the topic/subje ct.	An attempt has been made to add support information, but it was unrelated or confusing.	No support information found or irrelevant.
Focus and clarity of presentati on  Max. 5	Maintains focus on topic/subject throughout response.	May exhibit minor lapses in focus on topic.	May lose or may exhibit major lapses in focus on topic.	May fail to establish focus on topic.	No analytical focus found.

Appendix B. Assessment Rubric for Rhetorical Analysis of a text (peer review). Max. 20 points.

Criteria	5 (Superior)	4 (Strong)	3 (Competent)	2 (weak)	1 (Does not meet requirement )
Thesis Statement & Conclusion	Explicit and clear thesis, demonstrating excellent critical thinking; conclusion restates the thesis and provides cohesion to whole paper.	Clear thesis, demonstrating focused critical thinking; conclusion restates the thesis.	Clear thesis, but not well conceived; conclusion restates the thesis ineffectively.	Evident but unclear thesis; conclusion fails to restate the thesis or make sufficient reference to thesis.	No apparent thesis; conclusion seems unrelated to the rest of the paper.
Supporting Details	Abundant supporting evidence--coherent to the analysis and the thesis.	Sufficient supporting evidence---solid connections to the analysis and the thesis.	Supporting evidence offered and links attempted between evidence and thesis.	No clear links or evidence offered.	No links between paper content and thesis, and /or no evidence offered.
Analysis of Rhetorical Strategies	Insightful and thoughtful analysis of how strategies support purpose.	Solid and coherent analysis of how strategies support purpose.	Mostly relevant analysis of the links between strategies and purpose, but might appear insufficient or incoherent.	Some analysis presented, but might unclear or irrelevant.	No relevant analysis but only paraphrase of the quotes.
Grammar, Mechanics, Spelling, etc.	Exceptional command of standard English language. Correct format.	Strong command of standard English language with minimal errors. Format is often used correctly.	Adequate editing with a few grammatical or mechanic errors. Some errors with format.	Distracting and frequent errors. Many errors with format.	No editing---numerous errors have impeded the readability. Seldom to none format is used.