

**Proyecto/Guía docente de la asignatura**

<b>Asignatura</b>	RHETORICAL TECHNIQUES		
<b>Materia</b>	-		
<b>Módulo</b>	-		
<b>Titulación</b>	INTERNATIONAL SEMESTER (FACULTY OF COMMERCE)		
<b>Plan</b>		<b>Código</b>	75071
<b>Periodo de impartición</b>	2nd semester	<b>Tipo/Carácter</b>	
<b>Nivel/Ciclo</b>		<b>Curso</b>	
<b>Créditos ECTS</b>	6		
<b>Lengua en que se imparte</b>	ENGLISH		
<b>Profesor/es responsable/s</b>	Sara Molpeceres Arnáiz		
<b>Datos de contacto (E-mail, teléfono...)</b>	e-mail: sara.molpeceres@uva.es tlf. 983 423000 ext. 6816		
<b>Departamento</b>	Departamento de Literatura Española y Teoría de la Literatura y Literatura Comparada		
<b>Fecha de revisión por el Comité de Título</b>			



## 1. Situación / Sentido de la Asignatura

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### 1.1 Contextualización

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While Rhetorical Techniques is a course that seems to belong to the field of humanistic studies, the fact is that learning how to create, compose a deliver a speech is a capacity that is strongly needed in any kind of field in which we have to interact with other human beings, as anything related to business and commerce may be. Having that in mind, Rhetorical Techniques is some sort of (very useful) complement to the studies offered by the International Semester of the Faculty of Commerce of the Universidad de Valladolid.

### 1.2 Relación con otras materias

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The course has a "sister" course in the Degree of Spanish Language and Literature, and is related to all the courses taught within the framework of the field of Literary Theory and Comparative Literature, of the Faculty of Letters.

### 1.3 Prerrequisitos

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None.





## 2. Competencias

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### 2.1 Generales

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### 2.2 Específicas

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### 3. Objetivos

- To help the student to create, write and deliver in public his/her own speech
- To make the student understand what is rhetoric and the presence of rhetoric in everyday speeches and political or social discourses
- To distinguish the different parts of the speech
- To distinguish the five canons of rhetoric
- To have a first contact with figures of speech and thought and how to use them
- To understand the importance of argumentation
- To distinguish the different parts of argumentation
- To learn ways to face the public delivery of a speech





#### 4. Contenidos y/o bloques temáticos

##### Bloque 1: "Introduction"

Carga de trabajo en créditos ECTS: 0,32

##### a. Contextualización y justificación

This first section of the syllabus deals with the modern understanding of Rhetoric and the evidence of its presence in everyday speeches, speeches that may belong to the political, social or cultural fields.

##### b. Objetivos de aprendizaje

- To make the student understand what rhetoric is
- To acknowledge the presence of rhetoric in everyday speeches and political or social discourses

##### c. Contenidos

1. Introduction.

1.1. What is Rhetoric? Present day understanding of Rhetoric

1.2. Fields of the Rhetorical Discourses: From political discourses to marketing or advertising.

##### d. Métodos docentes

- Master classes for theoretical contents
- Practical classes in which the student will make individual and grupal exercises on the theory explained.
- Delivery of the personal work of the student on the different parts of the speech, the five canons of rhetoric and the final speech.

##### e. Plan de trabajo

Bloque 1	Day 1 (2h)	Day 2 (2h)
Week 1	Presentation Master class	Master class
Week 2	Master class Practical exercises	Practical exercises

##### f. Evaluación

60% Final speech exposition (written text and oral presentation)

40% Class exercises

##### g Material docente

##### g.1 Bibliografía básica



- CROWLEY, S. & HAWHEE, D. (2012). *Ancient Rhetorics for Contemporary Students*, Pearse
- CORBETT, E. (1965), *Classical Rhetoric for the Modern Student*, New York, OUP.
- HEINRICHS, J. (2017), *Thank You for Arguing*, New York, Random House.
- LUNSFORD, A. et al. (2008), *The SAGE Handbook of Rhetorical Studies*, SAGE.
- MACDONALD, M. (2017), *The Oxford Handbook of Rhetorical Studies*. New York, OUP.

## **g.2 Bibliografía complementaria**

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### GREEK AND LATIN SOURCES

- ANONYMOUS (1968), *Ad C. Herennium de ratione dicendi*, H. Caplan, London-Cambridge. Mass., Heinemann y Harvard University Press.
- ARISTOTLE (1994), *The "Art" of Rhetoric*, Cambridge, Harvard University Press. Retórica, Madrid, Instituto de Estudios Políticos.
- CICERO (1971), *Brutus. Orator*, London, The Loeb Classical Library
- CICERO (2003), *Topica*, Oxford, OUP.
- QUINTILIAN, M.F. (2001), *The Orator's Education*, 5 vols., London, The Loeb Classical Library

### MODERN SOURCES AND OTHER TEXTBOOKS

- ALBALADEJO, T. (1989), *Retórica*, Madrid, Síntesis.
- KIBÉDI-VARGA, A. (1970), *Rhétorique et littérature. Études de structures classiques*, París, Didier.
- LAUSBERG, H. (1966-1968), *Manual de Retórica literaria. Fundamentos de una ciencia de la literatura*, Madrid, Gredos, 3 vols.
- PERELMAN, Ch. & L. OLBRECHTS-TYTECA (1983), *Traité de l'argumentation*, Bruxelles, Université de Bruxelles.
- PUJANTE, D. (2003), *Manual de retórica*, Madrid, Castalia.
- TOULMIN, S. (2003), *The uses of argument*, Cambridge, CUP.

## **g.3 Otros recursos telemáticos (píldoras de conocimiento, blogs, videos, revistas digitales, cursos masivos (MOOC), ...)**

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Videos and internet material included in the Moodle Virtual Course.

## **h. Recursos necesarios**

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Moodle.

## **i. Temporalización**

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CARGA HORAS	PERIODO PREVISTO DE DESARROLLO
8	WEEKS 1 +2





## Bloque 1: “Five canons of rhetorics and parts of the speech”

Carga de trabajo en créditos ECTS: 1,28

### a. Contextualización y justificación

This second section of the syllabus deals with the most important elements in rhetorical studies, on the one hand, the five canons, that is the five steps the speaker must follow to create his/her speech, from the discovery of the arguments to the verbal delivery in a stage. On the other hand, the other cornerstone of rhetorical theory is the division of the parts of the speech division (introduction, narrative, argumentation and conclusion) to be applied to any oral or written text, from a dissertation to a toast.

### b. Objetivos de aprendizaje

- To distinguish the different parts of the speech
- To distinguish the five canons of rhetoric
- To have a first contact with figures of speech and thought and how to use them
- To understand the importance of argumentation
- To distinguish the different parts of argumentation
- To learn ways to face the public delivery of a speech

### c. Contenidos

#### 2. Five Canons of Rhetoric

##### 2.1 *Inventio* (invention)

2.1.1. *Status causae* (state of the question)

2.1.2. *Genera causarum* (types of causes)

2.1.3. Rhetorical proofs (*ethos, pathos, logos* and extrinsic proofs)

##### 2.2. *Dispositio* (parts of the speech)

2.2.1. *Exordium* (Introduction)

2.2.2. *Narratio* (narration)

2.2.3. *Argumentatio* (argumentation)

2.2.4. *Peroratio* (conclusion)

##### 2.3. *Elocutio* (verbalisation)

2.3.1. Figures of speech

2.3.2. Figures of thought. Metaphor. Visual metaphor.

##### 2.4. *Memoria* (memory)

##### 2.5. *Actio* (delivery)

### d. Métodos docentes

- Master classes for theoretical contents
- Practical classes in which the student will make individual and grupal exercises on the theory explained.



- Delivery of the personal work of the student on the different parts of the speech, the five canons of rhetoric and the final speech.

**e. Plan de trabajo**

Bloque	Day 1 (2h)	Day 2 (2h)
Week 3	Presentación Master class	Master class
Week 4	Master class Practical exercises	Practical exercises
Week 5	Master class Practical exercises	Practical exercises
Week 6	Master class Practical exercises	Practical exercises
Week 7	Master class Practical exercises	Practical exercises
Week 8	Master class Practical exercises	Practical exercises
Week 9	Master class Practical exercises	Practical exercises
Week 10	Master class Practical exercises	Practical exercises

**f. Evaluación**

60% Final speech exposition (written text and oral presentation)  
 40% Class exercises

**g Material docente**

**g.1 Bibliografía básica**

- CROWLEY, S. & HAWHEE, D. (2012). *Ancient Rhetorics for Contemporary Students*, Pearse
- CORBETT, E. (1965), *Classical Rhetoric for the Modern Student*, New York, OUP.
- HEINRICHS, J. (2017), *Thank You for Arguing*, New York, Random House.
- LUNSFORD, A. et al. (2008), *The SAGE Handbook of Rhetorical Studies*, SAGE.
- MACDONALD, M. (2017), *The Oxford Handbook of Rhetorical Studies*. New York, OUP.

**g.2 Bibliografía complementaria**

GREEK AND LATIN SOURCES



- ANONYMOUS (1968), *Ad C. Herennium de ratione dicendi*, H. Caplan, London-Cambridge. Mass., Heinemann y Harvard University Press.
- ARISTOTLE (1994), *The "Art" of Rhetoric*, Cambridge, Harvard University Press. Retórica, Madrid, Instituto de Estudios Políticos.
- CICERO (1971), *Brutus. Orator*, London, The Loeb Classical Library
- CICERO (2003), *Topica*, Oxford, OUP.
- QUINTILIAN, M.F. (2001), *The Orator's Education*, 5 vols., London, The Loeb Classical Library

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- KIBÉDI-VARGA, A. (1970), *Rhétorique et littérature. Études de structures classiques*, París, Didier.
- LAUSBERG, H. (1966-1968), *Manual de Retórica literaria. Fundamentos de una ciencia de la literatura*, Madrid, Gredos, 3 vols.
- PERELMAN, Ch. & L. OLBRECHTS-TYTECA (1983), *Traité de l'argumentation*, Bruxelles, Université de Bruxelles.
- PUJANTE, D. (2003), *Manual de retórica*, Madrid, Castalia.
- TOULMIN, S. (2003), *The uses of argument*, Cambridge, CUP.

#### g.3 Otros recursos telemáticos (píldoras de conocimiento, blogs, videos, revistas digitales, cursos masivos (MOOC), ...)

Kaltura videos and internet material included in the Moodle Virtual Course.

#### h. Recursos necesarios

Moodle.

#### i. Temporalización

CARGA HORAS	PERIODO PREVISTO DE DESARROLLO
32	WEEKS 3+10

#### Bloque 3: "Delivery of the final speech"

Carga de trabajo en créditos ECTS: 0,48

#### a. Contextualización y justificación

This third section of the syllabus is completely practical. It deals with the individual and personal delivery of the final speech. For 3 weeks each one of the students will deliver their final speech in front of the rest of the class and in front of the professor. Both the students and the professor will provide feedback for the speech, to help the student with the composition of the final written text to be delivered the day of the examination.

#### b. Objetivos de aprendizaje



- To learn ways to face the public delivery of a speech
- To learn memory techniques from the Greek and Latin rhetoric
- To help the student to create, write and deliver in public his/her own speech

### c. Contenidos

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2.5. *Actio* (delivery)

### d. Métodos docentes

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- Delivery of the individual final speech.

### e. Plan de trabajo

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Bloque 3	Day 1 (2h)	Day 2 (2h)
Week 11	Practical exercises	Practical exercises
Week 12	Practical exercises	Practical exercises
Week 13	Practical exercises	Practical exercises
Week 14	Practical exercises	Practical exercises
Week 15	Practical exercises	Practical exercises

### f. Evaluación

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100% Final speech exposition (written text and oral presentation)

### g Material docente

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#### g.1 Bibliografía básica

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- CROWLEY, S. & HAWHEE, D. (2012). *Ancient Rhetorics for Contemporary Students*, Pearse
- CORBETT, E. (1965), *Classical Rhetoric for the Modern Student*, New York, OUP.
- HEINRICHS, J. (2017), *Thank You for Arguing*, New York, Random House.
- LUNSFORD, A. et al. (2008), *The SAGE Handbook of Rhetorical Studies*, SAGE.
- MACDONALD, M. (2017), *The Oxford Handbook of Rhetorical Studies*. New York, OUP.

#### g.2 Bibliografía complementaria

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GREEK AND LATIN SOURCES

- ANONYMOUS (1968), Ad C. *Herennium de ratione dicendi*, H. Caplan, London-Cambridge. Mass., Heinemann y Harvard University Press.



- ARISTOTLE (1994), *The "Art" of Rhetoric*, Cambridge, Harvard University Press. Retórica, Madrid, Instituto de Estudios Políticos.
- CICERO (1971), *Brutus. Orator*, London, The Loeb Classical Library
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- KIBÉDI-VARGA, A. (1970), *Rhétorique et littérature. Études de structures classiques*, París, Didier.
- LAUSBERG, H. (1966-1968), *Manual de Retórica literaria. Fundamentos de una ciencia de la literatura*, Madrid, Gredos, 3 vols.
- PERELMAN, Ch. & L. OLBRECHTS-TYTECA (1983), *Traité de l'argumentation*, Bruxelles, Université de Bruxelles.
- PUJANTE, D. (2003), *Manual de retórica*, Madrid, Castalia.
- TOULMIN, S. (2003), *The uses of argument*, Cambridge, CUP.

Otros recursos telemáticos (píldoras de conocimiento, blogs, videos, revistas digitales, g.3 cursos masivos (MOOC), ...)

Videos and internet material included in the Moodle Virtual Course.

h. Recursos necesarios

Moodle.

i. Temporalización

CARGA HORAS	PERIODO PREVISTO DE DESARROLLO
16	WEEKS 11+14

5. Métodos docentes y principios metodológicos

- Master classes for theoretical contents
- Practical classes in which the student will make individual and group exercises on the theory explained.
- Delivery of the personal work of the student on the different parts of the speech, the five canons of rhetoric and the final speech.

## 6. Tabla de dedicación del estudiante a la asignatura

ACTIVIDADES PRESENCIALES o PRESENCIALES A DISTANCIA <sup>(1)</sup>	HORAS	ACTIVIDADES NO PRESENCIALES	HORAS
Theoretical classes	15	Reading and working on the theoretical material	30
Practical classes	15	Reading and working on the practical material	30
Delivery of the exercises on the different parts of the speech and the 5 canons of rhetoric	16	Final speech writing and composition	18
Final speech exposition	12	Personal composition of the exercises on the different parts of the speech and the 5 canons of rhetoric	12
Total presencial	<b>60</b>	Total no presencial	<b>90</b>
TOTAL presencial + no presencial			<b>150</b>

(1) Actividad presencial a distancia es cuando un grupo sigue una videoconferencia de forma síncrona a la clase impartida por el profesor para otro grupo presente en el aula.

## 7. Sistema y características de la evaluación

INSTRUMENTO/PROCEDIMIENTO	PESO EN LA NOTA FINAL	OBSERVACIONES
Final speech oral presentation and written text delivery via Moodle	60%	The text of the speech will be uploaded to Moodle BEFORE the oral presentation. The oral presentation of the speech will be in the classroom without paper or any other aid (papers, mobile phones, ppt, or tablets are not allowed when presenting the final speech, as the speech will not be read, but presented orally). Plagiarism and IA use are not allowed.
Exercises on the different parts of the speech and the 5 canons of rhetoric	40%	

### CRITERIOS DE CALIFICACIÓN

- **Convocatoria ordinaria:**  
As stated in the "Sistema y características de la evaluación" section.
- **Convocatoria extraordinaria:**  
Final speech exposition (in person/online/video) and text uploaded to Moodle.

## 8. Consideraciones finales