



Proyecto/Guía docente de la asignatura

Se debe indicar de forma fiel cómo va a ser desarrollada la docencia. Esta guía debe ser elaborada teniendo en cuenta a todos los profesores de la asignatura. Conocidos los espacios y profesorado disponible, se debe buscar la máxima presencialidad posible del estudiante siempre respetando las capacidades de los espacios asignados por el centro y justificando cualquier adaptación que se realice respecto a la memoria de verificación. Si la docencia de alguna asignatura fuese en parte online, deben respetarse los horarios tanto de clase como de tutorías). La planificación académica podrá sufrir modificaciones de acuerdo con la actualización de las condiciones sanitarias.

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



1. Situación / Sentido de la Asignatura

1.1 Contextualización

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

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

None.





2. Competencias

2.1 Generales

-

2.2 Específicas

-





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

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

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), ...)

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

h. Recursos necesarios

Moodle.

i. Temporalización

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 cannons 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
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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- ARISTOTLE (1994), *The "Art" of Rhetoric*, Cambridge, Harvard University Press. Retórica, Madrid, Instituto de Estudios Políticos.
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- 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

2.5. *Actio* (delivery)

d. Métodos docentes

- Delivery of the individual final speech.

e. Plan de trabajo

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

f. Evaluación

100% Final speech exposition (written text + oral exposition)

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.
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- 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), ...)

Kaltura 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 ⁽¹⁾	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	60	Total no presencial	90
TOTAL presencial + no presencial			150

(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

Criterio: cuando al menos el 50% de los días lectivos del cuatrimestre transcurran en normalidad, se asumirán como criterios de evaluación los indicados en la guía docente. Se recomienda la evaluación continua ya que implica minimizar los cambios en la agenda.

INSTRUMENTO/PROCEDIMIENTO	PESO EN LA NOTA FINAL	OBSERVACIONES
Final speech exposition and delivery via Moodle (written text)	60%	The text of the speech will be uploaded to Moodle, the speech will be delivered at class.
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 and delivery via Moodle (written text and video).

8. Consideraciones finales

