

**Rhetorical Studies**  
**English 450**  
**Weekly Objectives**

---

**Week 1**

1. Students will gain an overview of English 450
2. Students will begin to apply principles of Elder Bednar's "A Reservoir of Living Water"
3. Students will gain an overview of job materials: cover letters, chronological resume, functional resume, and recommendation request letter.
4. Students will recognize the connection classical rhetoric has with their contemporary lives.
5. Students will make connections between Corbett's reading and job application materials.
6. Students will begin to appreciate and articulate the significance of the rhetorical triangle.
7. Students will begin to apply rhetorical principles to their job application materials.

**Week 2**

1. Students will generate and revise documents for the job materials portfolio.
2. Students will learn basic patterns of contrastive rhetoric to appreciate other approaches to thinking and communicating.
3. Students will recognize the influence of culture in establishing rhetorical patterns.
4. Students will identify and explain the concepts of audience addressed/audience invoked.
5. Students will apply concepts of audience addressed/invoked to examples from the Book of Mormon.
6. Students will learn that reading is the process for making sense of a written text, not simply recognizing words.
7. Students will recognize that they bring meaning to a text.
8. Students will revise job application materials with a focus on audience and purpose.

**Week 3**

1. Students will identify, explain, and write issue questions.
2. Students will identify an argument's claim.
3. Students will understand that an argument consists of a claim with reasons and evidence.
4. Students will apply the principles of claim, reason, and the rhetorical triangle to their writing.
5. Students will recognize their roles as writers in creating an audience.
6. Students will recognize that as readers they assume a role created by the audience.
7. Students will begin to examine their own literacy narratives through a literacy me-quilt.
8. Students will recognize the connections between reading and rhetoric in terms of *logos*, *ethos*, and *pathos*.
9. Students will explore how expanded experience provides expanded meaning through John Updike's poem.

**Week 4**

1. Students will begin to understand the significance of context in making meaning.
2. Students will understand that proficient readers anticipate meaning and construct meaning.

3. Students will make connections among seeing, reading, and making meaning.
4. Students will recognize that individuals' perspectives lead them to knowledge through different approaches.
5. Students will examine how they arrive at knowledge.
6. Students will examine how their teachers assume students arrive at knowledge.
7. Students will focus on audience-based arguments and effective evidence.

#### **Week 5**

1. Students will recognize the evolution of rhetoric in the United States.
2. Students will identify the rhetoric characteristics specific to different centuries.
3. Students will examine the significance of public discourse in the United States.
4. Students will recognize how modern rhetoric applies to their current university classes and world circumstances (election year, politicians, special interest groups, newspapers, news, editorials).
5. Students will apply principles of proposal argument to magazine proposals.
6. Students will review three principal argument schemata: classical, Toulminic, and Rogerian.
7. Students will review communication triangle and pyramid highlighting the role of *kairos*.
8. Students will examine how their thoughts receive shape through written expression.
9. Students will comprehend the relationships among pre-representational experience, retrospective structuring, and projective structuring.
10. Students will recognize and identify organization patterns (modes).

#### **Week 6**

1. Students will discover the power of personal voice in their writing.
2. Students will practice free writing for their class magazine research paper.
3. Students will understand the framework for their formal class magazine research paper.

#### **Week 7**

1. Students will define three ways text makes meaning: graphophonics, lexico-grammar, meaning and pragmatics.
2. Students will connect the communication triangle to Moffett's "I, You, and It."
3. Students will be able to explain the significance and relationships of inner vocalization, outer vocalization, informal correspondence, and formal writing.

#### **Week 8**

1. Students will examine how genre determines format, style, audience, and purpose.
2. Students will examine the relationships between art and craft in writing.
3. Students will examine the relationships between imagination and reason in writing.
4. Students will understand and explain the four phases of the reading cycle: visual, perceptual, syntactic, semantic.
5. Students will apply the reading cycle to an actual text.
6. Students will recognize the psycholinguistic strategies to making meaning.

**Week 9**

1. Students will make connections with the communications triangle and Fulkerson's four philosophies of composition: expressive, rhetorical, mimetic, formalist.
2. Students will learn basic concepts associated with evaluation and ethical arguments.
3. Students will apply an evaluation argument to assessing the visual rhetoric of a presentation poster.

**Week 10**

1. Students will examine the influence gender has on writing/reading/making meaning.
2. Students will identify stereotyped gender characteristics of male/female writers.
3. Students will practice synthesis techniques.
4. Students will recognize that as they write, they have two selves responding to what they're saying.
5. Students will examine "sophisticated reading" concepts they utilize as they write.
6. Students will apply principles of self to their own writing and editing.
7. Students will apply principles of self to others' writing and editing.

**Week 11**

1. Students will recognize that when they write, they "invent" the university or adhere to conventions of academic writing.
2. Students will examine what they do when they "invent" their writing personas.
3. Students will explore how they establish a voice of authority as they write.