

## EXPLANATION OF OUTLINE FOR FRAMING NON-PRO ARTICLES

### **Directions:**

- Even if you are doing the oral presentation with a partner, you must fill out this whole form with only your own ideas and choices.
- For the “Provocative Questions” and “Provocative Quotes,” be sure to fill in your own ideas and speculations—you’ll need those **after** the class has responded.
- Each partner emails me his/her own Outline before class (there is no collaborative document emailed to me, although partners might create such a document for their own use in front of the class).
- You should meet with your partner to decide who does what. Practice your presentation all the way through at least once—with a WCC lecturer if you can
  - It’s okay for partners to disagree about stuff during the oral presentation—one partner should raise a question for the class, and once the class has finished answering, then the other partner can explain his/her disagreement and ask what the class thinks.

### The Actual Oral Presentation

- Mostly your role in the oral presentation is to spark discussion, not to lecture, so **always ask a question first** and **give the class a chance** to respond before offering your own answer to the question. And if what you say disagrees with the class’s comments, give your answer and then ask for comments on that.
- Whenever you point us to a passage, tell us the page and the paragraph number and give us time to find it.
  - Count the paragraphs this way: “the first **full** paragraph, 5 lines from the beginning” or “last real paragraph that starts on the bottom of the page, starting with first sentence” or if not part of a full paragraph, “3 lines from top of the page”
- When you read a passage out loud, **read the whole thing**, **read it slowly** enough so we can all hear it as well as see it. The way your voice emphasizes particular words or phrases is inevitably part of your interpretation
- Then first ask the class what they see in that passage. Once the class has finished, point out what you saw.

### CLOSE READING:

1. Who is the **implied audience**? Tell us the internal evidence
2. What is the rhetor’s **major persuasive Purpose(s)**—i.e., what is rhetor trying to accomplish-- e.g., convince us to believe (or not to believe)x? convince us to do (or to not do) y? create more support for someone else’s position? etc.
3. What is the rhetor’s **Major Claim**?
4. What are rhetor’s **Secondary Claim(s)**?
5. What are the major **types of Evidence**?
6. Who might **disagree** with the rhetor’s claims and **why**?
7. How does the rhetor **refute or concede** opponents’ claims?
8. **If the Arrangement** is interesting or aids in persuasion-- How does **arrangement** (organization) aid the persuasive purpose of the text?
9. What are the rhetor’s **stated assumptions**? Read us the passages
10. What are the rhetor’s **implied assumptions**? Read us the passages
11. What are the rhetor’s **style and tone**:(name them, describe them, read us a passage or two illustrating/proving your claim about the style and tone)
12. What **connections** are there between this text (& its ideas) and other texts or ideas we’ve read.

### **MOVES WE CAN USE** (give paragraph, page, read aloud, and explain)

For example,

- read us a passage that shows how the rhetor incorporated a quotation into his sentence **if it seems like an unusual technique or a technique we could use**
- read us a passage that shows how the rhetor points out the implications of a passage he/she quoted
- read us a passage to show us how the rhetor phrases disagreement with some other rhetor or position
- read us a passage in which the rhetor does a particularly effective transition from one idea to another
- read us a passage and explicate for us how a metaphor in it works and what its implications are
- read us a passage to demonstrate interesting or unusual sentence structure
- read a passage that illustrates how the rhetor establishes ethos
- etc.
- obviously not every text will require all of the above, but every text should have at least one or two of the above to help us

### **LEADING THE DISCUSSION**

#### **Thoughtful Questions for you to ask the class:**

Some of things you **might** ask about include

1. Rhetor's use of metaphors and vivid language—how do they work, what implications are there? Begin by reading one passage that uses a metaphor and explain it—then ask class for other examples.
2. Rhetor's world view or ideology— **Ask the class to find & read passages** that illustrate it. Have 1 or 2 passage(s) where *you* found it, read those, then ask class to explain the world view, then agree or disagree
3. What is the **rhetor's ethos**? Ask class to read passage(s) that illustrate that ethos & to explain what the ethos is and how that passage establishes it. Have a couple of passages of your own that will illustrate your vision of the rhetor's ethos.
4. What is the rhetor's use of **pathos**? Ask class to read passage(s) that illustrate that ethos & to explain what the ethos is and how that passage establishes it. Have a couple of passages of your own that will illustrate your point.
5. What is the rhetor's use of **logos**? Ask class to read passage(s) that illustrate that ethos & to explain what the ethos is and how that passage establishes it. Have a couple of passages of your own that will illustrate your point.

#### **Provocative Quotations--**At least 2 quotations

1. Give paragraph & page, wait for us to find the quotation, read it aloud
2. Ask for comments (wait for responses)
3. Explain why its ideas seemed provocative to you

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