

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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