|  |  |  |
| --- | --- | --- |
| STUDY PROGRAMME: Phonetics, with orientation for master of education in rhetoric | | |
| Level and Year[[1]](#footnote-1): MA; 1st year | | |
| Course Title: Rhetorical genres | | |
| Course Description:  Characteristics of certain rhetorical strategies (informing, instructing, interpretation, persuasion, argumentation, agitating, entertaining, brainstorming, transformation), as well as characteristics of rhetorical dialogue (debate, brainstorming, meeting, panel discussion, interview) and monologue genres (informative speech, persuasive speech, speeches on special occasions) will be discussed. The aim of this course is to instruct speakers how to perform public speeches in different rhetorical situations according to the rules of strategies and rhetorical genre. | | |
| Semester[[2]](#footnote-2): Summer semester | | |
| Lecturer(s)/Teacher(s): Elenmari Pletikos Olof | | |
| Teaching Language (regular)[[3]](#footnote-3): Croatian | | |
| Teaching Methods (regular):[[4]](#footnote-4) Direct instruction: teaching through seminars and exercises; Presentations; Classroom discussion; E-Learning (Omega) | | |
| Teaching: | Weekly (hours) 4 | Semester (hours) 60 |
| Lectures: | 0 | 0 |
| Exercises: | 2 | 30 |
| Seminars: | 2 | 30 |
| ECTS: 5 | | |
| Teaching language and level[[5]](#footnote-5) for guest (exchange) students: Croatian | | |
| Teaching Methods[[6]](#footnote-6) for guest (exchange) students: L1 | | |
| Evaluation Methods[[7]](#footnote-7) and Grading[[8]](#footnote-8): Class attendance, Preliminary exam, Seminar paper, Practical work  During the semester the student's work is continuously monitored and evaluated: attending classes and active participation; giving speeches; preparation for debate and meeting, two tests; written seminar; presentation of a seminar. Evaluation is based on continuous student work (1/3 on the tests, 1/3 on the written seminar, 1/3 on the performance speeches and participation dialogues and discussions). | | |
| Learning Outcomes:   1. Explain basic debate structure, the roles of the speakers, building the basic argument structure, organizing a debate, and explain debate scoring. 2. Give instructions for organizing and running a successful meeting. 3. Explain and apply the rules of brainstorming and name some other problem solving creativity techniques. 4. Define negotiation, explain negotiation zone and the zone of possible agreement, name negotiating strategies and tactics. 5. Name interview types, describe rules of conducting the interview, provide guidelines for interviewing, and identify and correct badly crafted questions. 6. Provide instructions for composing and performing various types of ceremonial speeches, identifying and correcting the errors that can appear. 7. Analyse and evaluate the structure and other rhetorical characteristic of various monologues and dialogical rhetorical genres: some journalistic genres, speeches in parliament, speeches in educational institutions, and speeches of scientific and professional presentations. 8. Find relevant literature and critically use the literature when writing a professional or scientific paper. | | |
| Literature:   1. Barker, A. (2011). How to Manage Meetings: Improve Problem Solving; Encourage Participation; Keep Control (Vol. 27). Kogan Page Publishers. 2. Breakwell, G. M. (1990). Interviewing. Leicester: British Psychological Society. 3. Broda-Bahm, K., Kempf, D. i Driscoll, W. (2004). Argument and audience: presenting debates in public settings. New York: International Debate Education Association. 4. Kelley, Jr., Joseph J. (1980). Speech Writing: A handbook for All Occasions. New York: New American Library. 5. Lucas, Stephen E. (1998). The art of public speaking. Boston Mass.: McGraw Hill. 6. Nierenberg, J., & Ross, I. S. (2003). The secrets of successful negotiation. Duncan Baird Publishers. 7. Historisches Wörterbuch der Rhetorik. Band I-IX. (ed. G. Ueding et al.) Tübingen: Max Niemeyer Verlag (1992-2009). 8. Encyclopedia of Rhetoric (Thomas O. Sloane, editor in chief). Oxford; New York : Oxford University Press, 2001. | | |

1. BA, MA, PhD; 2nd year … [↑](#footnote-ref-1)
2. Winter, Summer, Academic Year [↑](#footnote-ref-2)
3. Teaching language according to the regular programme (e.g. Croatian, French, Slovenian…) [↑](#footnote-ref-3)
4. Direct instructions: teaching through lectures/seminars/exercises and teacher-led demonstrations in the classroom; Presentations; Classroom discussion; E-Learning (Omega, etc.); Fieldwork; Other (specify) [↑](#footnote-ref-4)
5. According to CEFR (e.g. English B2, German C1…) [↑](#footnote-ref-5)
6. **Language options for guest (exchange) students):**

   L1 - All teaching activities will be held in regular teaching language. However, guest (exchange) students will have the opportunity to attend additional consultations with the lecturer and teaching assistants in foreign language (indicated as teaching language for guest (exchange) students), to help master the course materials. Additionally, the lecturer will refer guest (exchange) students to the corresponding literature in foreign language, as well as give them the possibility of taking the associated exams in foreign language.

   L2 - All teaching activities will be held in regular teaching language only. [↑](#footnote-ref-6)
7. Class attendance, Essay, Preliminary exam, Seminar paper, Practical work, Written exam, Oral Exam, Other (specify) [↑](#footnote-ref-7)
8. Standard - the institutional grading system (5 Excellent; 4 Very good; 3 Good; 2 Sufficient; 1 Fail)

   Additional:

   RA - Regular Attendance (No ECTS credits awarded for course attendance only)

   C - Completed (Student has completed proscribed obligations/no ECTS credits awarded)

   C+ – Completed + ECTS (Student has completed proscribed obligations + ECTS credits awarded) [↑](#footnote-ref-8)