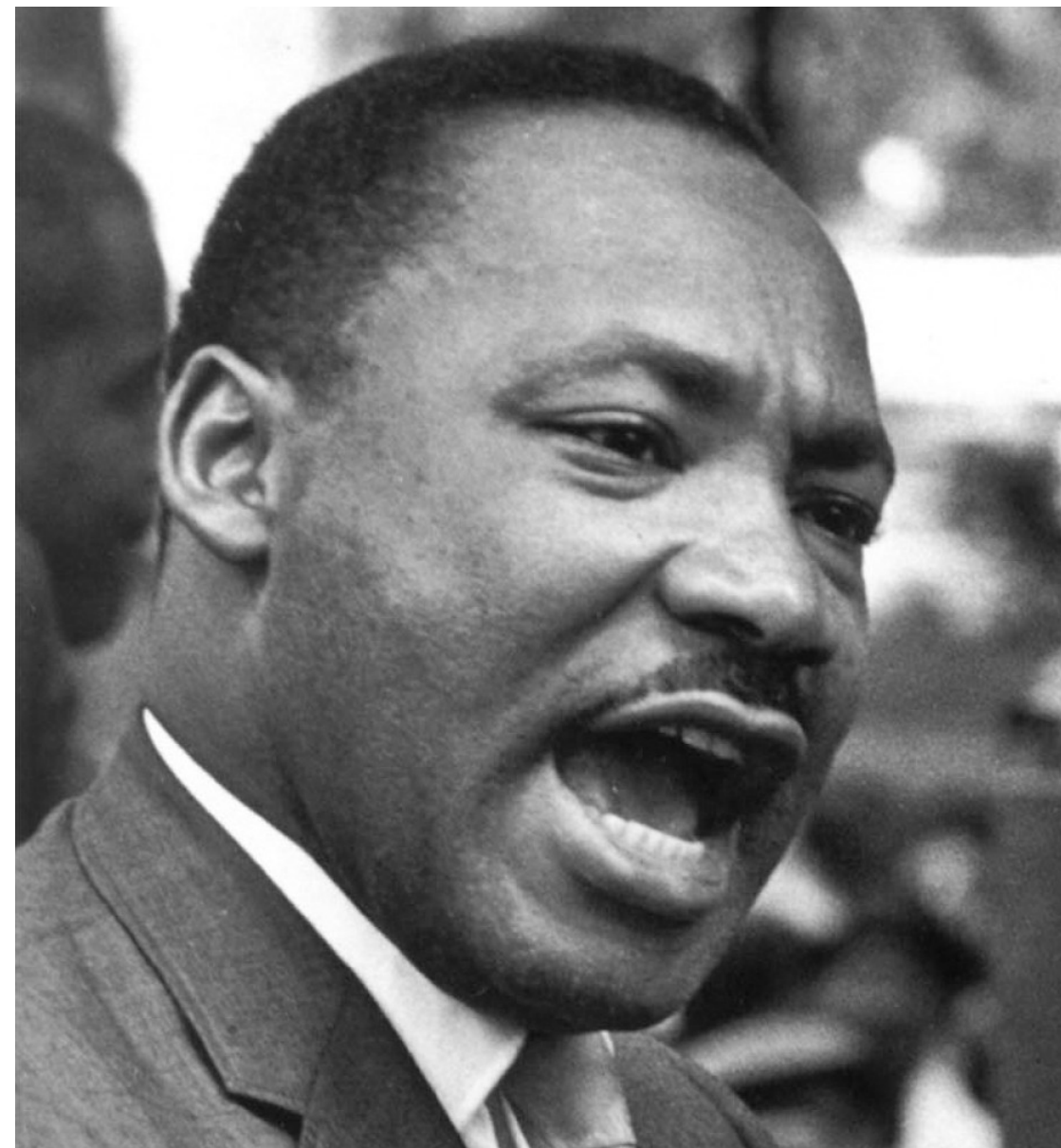


APS322: LANGUAGE AND POWER

Through this course we explore three key concepts that fit together:

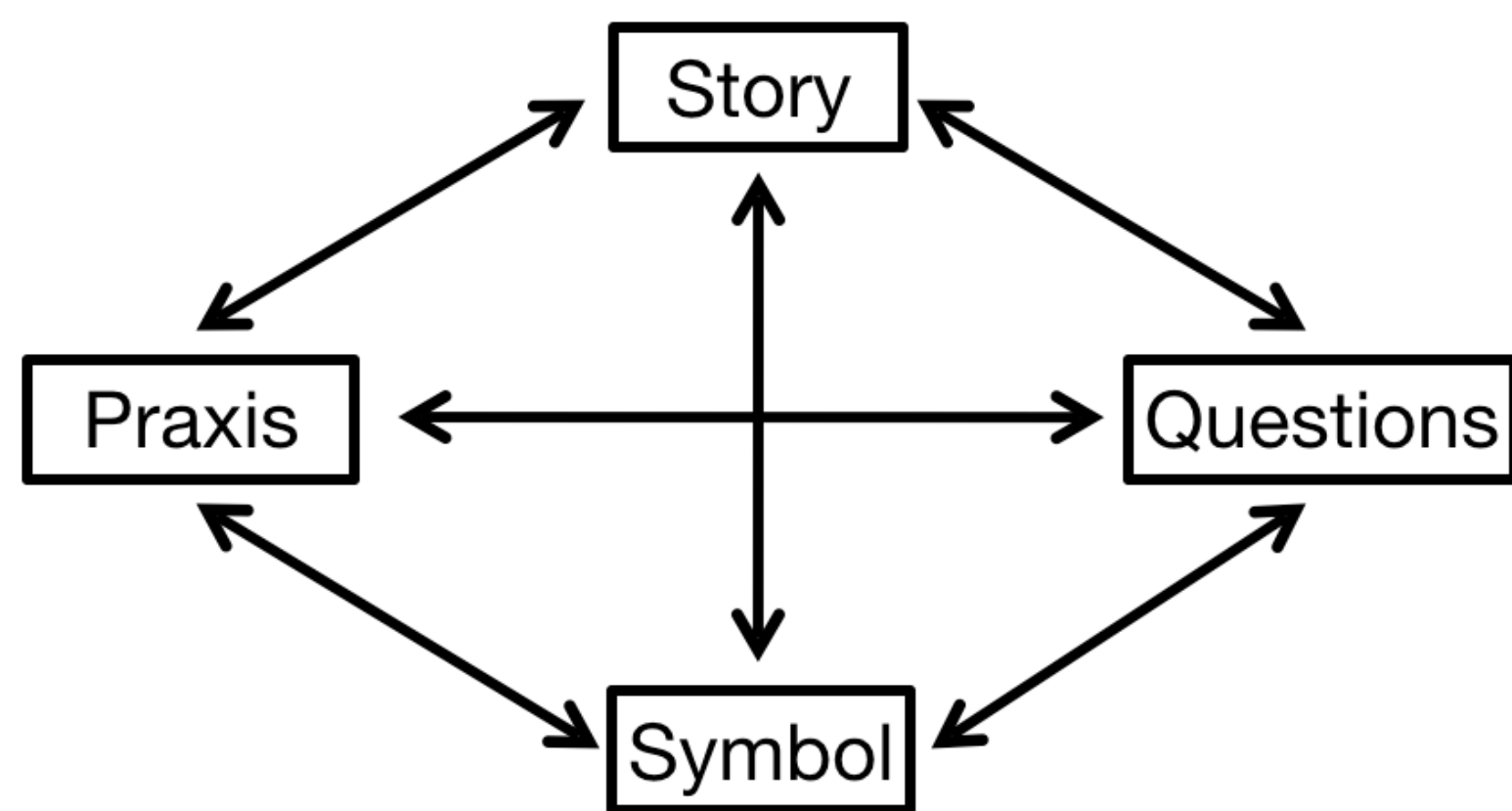
1. Worldview – Where do we stand in the world? How did I (we) get here? Where is the world going? What role do I (we) play?
2. Rhetoric – What are the available resources to persuade each other of ideas that are important? Why do some ideas ‘stick’ while others fade?
3. Issues of our time – How are the key issues of our time constructed rhetorically? How do authors aim to persuade us of the importance of ideas? These ideas range from critically important (climate change, globalization) to the personal (success, gender, relationships).

Through discussion, interactive activities, and lectures, students explore the ways in which the rhetorical impact of speech, video, and writing is achieved (or not). Students learn to analyze and generate using the key approaches of classical and contemporary rhetoric.



CONCEPTS:

Worldview

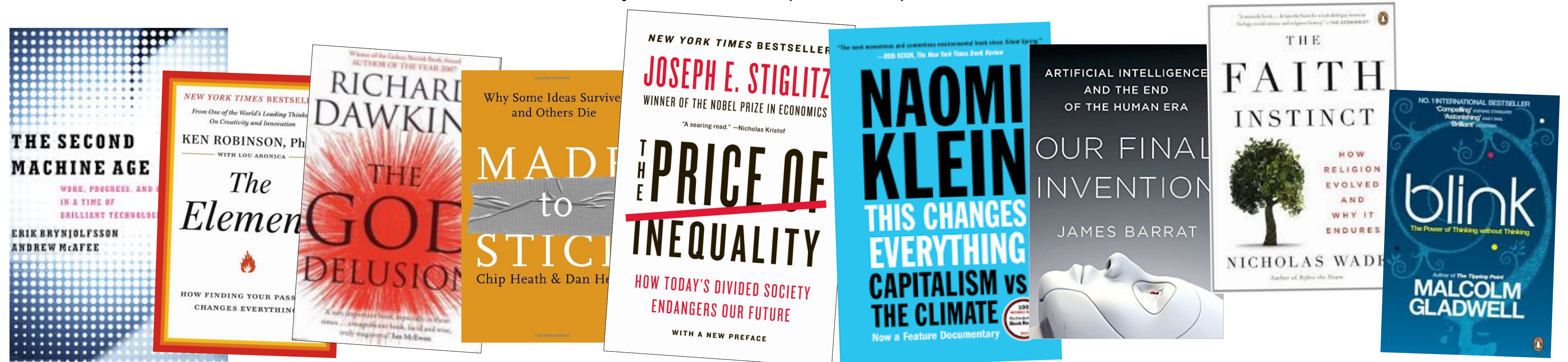


Rhetoric, Ancient and Modern



TEXTS THAT MATTER:

Teams choose a non-fiction book of ideas to form the basis of their analysis and creative persuasive piece



DELIVERABLES:

Deliverables range from the deeply personal and creative to thoroughly analytical; one is a group project, others are individual but frequently shared or presented in class



Worldview Reflection Paper where students explore the formation and implications of their worldview



Weekly One – regular, informal writing on topics of the day. Short, exploratory, motivated, empowering

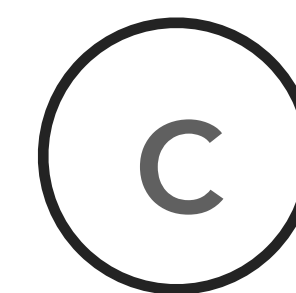


Team presentation on the rhetorical effectiveness of a Text that Matters

+



Rhetorical analysis of part of the Text that Matters using the rhetorical approaches of the course



A creative piece that aims to persuade an audience and demonstrate understanding of persuasion



FEEDBACK:



“The Worldview Paper is the most important document I’ve ever written.”

“I actually felt like I was making progress at a skill, and by the end I didn't only 'know more' about the subject but had consciously gotten 'better' at something (rhetorical analysis). It was an empowering feeling as a student.”

“Most courses just want to tell us stuff, but in this course we discover it and then use it!”