

## ENG 300: Rhetorical Theory

Assignment: Discussion Lead  
Method: Presentation & Handout

Due: Upon Your Selected Dates  
Scope: 5- to 10-minutes & 1- to 2- pages

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For this assignment, you will lead class discussion by creating a brief presentation, discussion questions, and handout about the class readings for that day. Each week we will have a primary presenter and secondary presenter.

Primary Presenter should:

- Create a 5- to 10-minute presentation that examines assumptions, purpose, and/or central claims of the text. The presentation can be done from your seat and does not require PowerPoint, although you're welcome to use visual media. If you find a useful YouTube video, you may use that, but it will not count toward your 5-minute presentation time.
- Provide a 1-2 page handout that summarizes the main points of the text and the areas you think deserve the most attention.
- Provide citations for any outside sources you consulted. Remember, you may be helping a fellow classmate's research for her final essay.
- Generate 5-10 discussion questions that you believe will generate interesting class discussion. The questions should address questions about the nature of rhetoric, the goals of the text, its relation to other texts we've read this semester, or area that you think need clarification. You should provide a copy of the questions to everyone in the class. Consider your discussion questions as potential ideas for your responding presenter and peers' reading journals.

Secondary Presenter should:

- Create a response by the following class meeting to contextualize or problematize the Primary Presenter's claims.
- Provide a 5-minute response to either your peer's presentation or one of the other texts that week. You may find that the other texts take a slightly different tack and would be good fodder for your rebuttal. Or, you can respond to one of the discussion questions posed by the Primary Presenter.
- Generate 5-10 discussion questions that will generate interesting discussion. You may find it useful to revisit the Primary's questions or draw from the previous class period.
- Provide citations for any outside sources you consulted. Remember, you may be helping a fellow classmate's research for her final essay.

The goal of this project is to encourage you to take ownership of your intellectual growth and support your peers in theirs. You will not be responsible for carrying the class discussion for the entire period, but we may come back to your questions if discussion lags or if we find them particularly interesting.

The best presenters will do some research beyond the text. You're welcome to find a scholarly article and use that to shape your response to a reading – just be sure to give credit for your ideas. You may also find looking up definitions for words or terms useful because there often debate about what terms mean. You should try and draft probing [open ended questions](#) that encourage your peers to take positions on the reading.

Do not allow your presentation to turn into a mere report on the author's background or the text's main points. Your presentation should provide a critique of the author's claims. You may use the text's socio-political context and reception to shape your response.

This project is worth 20% of your overall grade, or 10% each time you present.