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## Cross-Cultural Rhetoric

**Stanford University Fall 2006**

PWR 2 Meets 9:00-10:50 am; Wallenberg Hall Room 125

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**Course Websites:**

Workspace: <http://coursework-pilot.stanford.edu>

Envision online: <http://www.ablongman.com/envision>

### What is PWR 2 all about?

In PWR 2, students continue to develop and carry out substantial research projects, with additional emphasis on how best to present their findings across diverse media. Students in PWR 2 learn how to evaluate the research presentations of others and to develop effective oral, written, and multimedia presentations of their own. In addition, PWR 2 provides opportunities for students to conduct diverse kinds of research (such as field research) and to work in an expanded range of genres and media. PWR 2 has as its centerpiece a major research assignment consisting of several parts, some written and some oral. Components of the research project include a research proposal, a research-based essay, an oral presentation incorporating appropriate media support, and a final reflective piece on what students have learned about the effective presentation of research. The course requires 18-25 pages of revised writing and 16-20 minutes of revised presentations. Students revise each major assignment. In-class workshops are augmented by individual conferences with the PWR instructor and with Oral Communication Tutors.

### What is this section about in a nutshell?

- 1) *Developing your strengths as a writer, researcher, speaker, and rhetorician as you focus on a project of choice*
- 2) *Exploring rhetoric across countries and across various forms of media*

### What is the official section description?

When McDonald's changes its websites to appeal to audiences spanning from China to South Africa, Brazil to Thailand, is the aim "McDomination" or instead an admirable attempt by a corporation to pay careful attention to local cultures? Our goal will be to examine such cross-cultural visual texts, including Bollywood movies, Coca-Cola campaigns, and sex tourism campaigns, in conversation with local start-up products, such as Muslim Barbie and Mecca Cola, in order to better understand our complex moment of globalization.

To launch your research inquiry, we'll analyze examples such as the exotic web animation for the Buddha Bar, the LeBron James Nike scandal in China, the Benetton "social justice" series of advertisements, and the 2006 publication of political cartoons depicting the prophet Muhammad that sparked a spectrum of reactions, from indignant editorials to public demonstrations and even retaliatory violence. As you move into your research project, we'll study scenes from *The Year of the Yao* and films on marketing *The Matrix* in Japan for their cross-cultural rhetoric and for their lessons about delivery across media. By the end of the course, you'll have written and presented your own argument about contemporary cross-cultural rhetoric. By the end of the course, you'll have written and presented your own argument about contemporary cross-cultural rhetoric.

**Note:** We'll approach the theme of cross-cultural rhetoric broadly, so projects involving the globalization of sports, market development, business, economics, or culture are welcome. Class will be taught in a technology classroom and will give you practical, concrete skills for your future academic or professional pursuits.

## What are the major course assignments?

### Points or %    Assignment Name and Description

15	Short Presentations Bios in Multiple Media (Photo Page, PPT) = 5 points Stanford Cultural Identity Presentation to Sweden = 5 points Group Think Final Reflection = 5 points
15	Research Proposal: Written (3-4 pages) & Spoken (2 minute) versions
30	Written Research Argument: (8 pages + cover page including abstract and bio)
30	Multimedia Presentation on Research: (10-12 minutes + 5 min Q/A)
5	Research Reflection: Written Application Argument (2-3 pages); 1 minute wisdom in class
5	Community Contributions throughout the quarter, includes OCT/Video Written Reflection

### Short Practice Presentations:

Bios in Multiple Media (1 page typed with Photo; 2-4 slide PPT for 3 minute presentation).

For the written part, you'll get to introduce yourself by composing a brief "bio page" with your picture of choice. Select your document design, whether you cut and paste material from facebook or myspace, or you write a "bio" page for yourself as an academic researcher. Please include

- a bit about yourself personally (your background, travels, family, activities, life dreams)
- a bit about yourself academically or professionally (your major, experience, goals, etc).
- a closing paragraph describing the specific research you hope to pursue in this course
- a strategically chosen and placed photo of yourself

For the PPT, create a visual version of your bio with images (music too if you want). This should be a fun project, and we'll use it to talk about PPT strategies for different audiences. Note: Your PPT can either be a multimedia version of your life, or you can focus on your research, past or future. You can either show the PPT without speaking (photo essay), or you can explain the slides.

Stanford Cultural Identity Presentation to Sweden (given to a cross-cultural audience)

On October 2, you'll get to present, via webcam technology, a brief introduction to Stanford and/or California culture (targeted at a Swedish or multi-cultural audience). You can include photos, websites, music, and written words. You should plan for about 2 minutes and write out a short script (or note cards) that we can discuss later in reviewing the teleconference.

Group Think Final Reflection (10-15 minute per group)

This final fun skit or formal business presentation will enable you to present the "top ten" lessons learned through our work in Cross-Cultural Rhetoric this quarter. You'll learn how to present as a team (transitions, listening, work distribution, stance on stage, media with multiple hands).

**Research Proposal** (2 minute oral presentation, 3-4 page written proposal): For this assignment you'll propose a research project on the cross-cultural argument of your choice, such as the trend in Asian tattoos, the politics of outsourcing, or *Jungle Burger*, an anti-McDonald's film.

For the purposes of our class, you will be presenting the project idea to me while I am visiting our companion class at the University of Orebro in Sweden. Thus, you will have the opportunity to present your research to our class as well as to a cross-cultural audience through the use of webcast technology. In the process, you will learn first-hand how to craft effective global communication.

You should cover the following elements in your 2 minute presentation:

- your specific topic *and* the reason for choosing this focus
- your major research question (or even working hypothesis)
- most importantly: the significance of the project.

You'll have to be concise since you'll have only two minutes to present, and please don't just run through the list. Think of creative ways to communicate the key elements listed above. As for multimedia, feel free to use PPT, show a website, play a clip, or other media. Finally, use this opportunity to experiment with forms of scripting (see *Envision*, ch 7): notecards, script, memorization.

After the presentation webcast, you'll translate your presentation into a formal research proposal following the guidelines in *Envision*, ch 4 (p. 114) and the models posted through *Envision* online. I recommend that you conduct some preliminary research in order to craft a persuasive and ethos-rich proposal. Through this assignment, you'll master a form of writing that will serve you for years to come – for future grant applications, lab proposals, or work situations.

**Print-Based Research-Based Argument** (8 pages academic writing): In this assignment you'll have a chance to pursue research on your proposed topic; this might relate to your prospective major in international relations, global politics, cultural anthropology, or Asian studies. You'll shape your findings into an academic essay, preferably one that meets the needs of your discipline, and together we'll identify possible places of publication for this argument. Checklist for the final paper:

- Post all components on Coursework; Print and assemble all components to hand in a folder to me
- Include online and in the folder your research log, outlines, drafts, peer reviews, conference notes, etc
- Attach to the final copy a cover page with an abstract and one-paragraph bio.

If you seek to publish the paper, I'll help you write a cover letter to your real audience. In this way, you might think about this paper not as an exercise but as a real possibility to gain a publication on your resume. This project will give you the skills to meet your future writing tasks with confidence and success.

**Delivery of Research** (6-8 page script or cards, 10-12 min presentation, 5 min Q/A): You'll translate your written paper into an oral presentation with your choice of multimedia support (such as PPT slides, screens you select from websites on your topic, or film clips).

In designing your final presentation, you should figure out *who really needs to hear your rhetoric*. Then, design a cover slide (or handout) identifying the audience for all of us.

In your presentation itself, you should cover the following key points:

- Your specific topic, the reason for choosing this focus, and the significance of the project
- Your argument and **a substantial selection** of your evidence (this could be in the form of rhetorical analysis of case studies or presenting data/research from your paper)
- Your persuasive point(s) that you want us to remember always

You will also have the opportunity to field 5 minutes of question/answer in which you'll learn how to handle questions effectively. In this way, our class will emulate a real research forum such as found in advanced academic classes, graduate school, or business settings.

**Research Reflection** (2-3 pages written, 1 minute wisdom oral presentation): In this assignment you'll be able to articulate how your research can contribute to your future academic or professional endeavors. The written part should be addressed to a specific, named audience (a potential advisor, faculty member, or employer) while the speech should be tailored to the class in the form of your final "1 minute wisdom" to share with all of us.

**Community Contributions:** These include participation in class writing and speaking activities; evidence of having done the assigned readings; postings on Coursework; respect for colleagues; and a willingness to engage in the course. Also included is your visit to an OCT for a filmed practice session and your written reflective self-critique on the visit and the videotape of your practice session (submit this in your presentation folder).

### **How will grades be determined in this section?**

I'll evaluate your work using the PWR Grading Criteria in the policies document distributed on the first day. I'll also use the criteria you generate for class (analyzing Proposals, Boothe and SURJ essays, papers posted on *Envision*, videos of presentations, and our discussion about presentations) and I'll take into careful consideration both peer review comments and your own reflection on your work. I'll post on Coursework my narrative translation of the PWR guidelines and my numerical grid, to show you exactly how I calculate grades. I hope that assessment criteria and reasons for grades given will be perfectly clear to you in this PWR 2.

**Note:** If you have *any* questions about project assignment details, your standing in the course, or assessment criteria, please talk to me during my office hours or at another time by appointment.

## How do I earn Extra Credit?

Earn extra credit by attending one or several of the following events in the Writing Center.

Post on Courseforum your written reflection of the event. To get full credit, please include the following:

- Identify the key speakers and presentations by name and title,
  - Observe the rhetorical decisions made during the presentation,
  - Assess what worked effectively and what did not, and
  - Articulate how you might apply what you noticed to your own upcoming writing or presentation.
- **Tuesday, October 10, 2006, 7 pm** Stanford Writing Center, (Basement Bldg. 460): Paulla Ebron, Associate Professor of Cultural and Social Anthropology, author of *Performing Africa*, a work based on her research in The Gambia that traces the significance of West African praise-singers in transnational encounters. A second project focuses on tropicality and regionalism as it ties West Africa and the U.S. Georgia Sea Islands in a dialogue about landscape, memory and political uplift. This project is entitled, "Making Tropical Africa in the Georgia Sea Islands."
- **Wed, October 25, 2006, 7 pm** Stanford Writing Center, (Basement Bldg. 460): Amy Freed, Artist in Residence, Drama Department, author of *The Beard of Avon*, *Freedomland* (both commissioned by South Coast Rep), *The Psychic Life of Savages*, and other plays. Her work has been produced at SCR, New York Theatre Workshop, Seattle Repertory, American Conservatory Theater, the Goodman Theatre, Playwright's Horizons, and other theaters around the country.
- **Date TBA:** PWR 1 & 2 IRA and OPRA Research Forums. 7:00-8:15 pm in the Stanford Writing Center
- **Other Presentations as announced** (also, ask/email me about potentially eligible events)

## What texts are required?



*Envision: Persuasive Writing in a Visual World*, Longman 2005. Available in the Stanford bookstore or through [Amazon.com](http://www.amazon.com). *Envision* was written over a two-year period in collaboration with Stanford students who gave advice, rigorous feedback, and superb examples to showcase. [An interactive website](http://www.ablongman.com/envision) is online at <http://www.ablongman.com/envision>. The book was written with your writing and speaking needs in mind; I hope you find it useful for years to come.

**\*\*All other materials, especially topic-related materials, will be available through Coursework on handouts distributed in class. Many of these will be selected and shared by you.\*\***

## What technology is required?

### Coursework and Online Postings:

We will use the new Coursework V.5: this Stanford-designed and hosted online bulletin board environment will allow us to store documents and post/reply to messages. While you are **responsible for posting all of your assignments** on Coursework as you complete them (in order to receive full credit), you should also use this space as a repository for work in progress and as a place to share materials of interest to the class.

### Please note: strategies for effective computing:

- Post everything to Coursework – including drafts and notes – this will serve as a back up and facilitate class work.
- Routinely back-up your work, not only on Coursework, but also on CDs, memory sticks, or your personal Leland space – and practice saving it many times. I often print papers just to have an extra copy (in case of crisis).
- Apple users should include the .doc extension on all documents posted to the class; alternately, save attachments as .rtf documents (rich text format) or .pdfs to allow viewing across different computer platforms.
- When presenting, make sure you have all the cables and connectors you need; visit the room early to set up. Test your PPT and multimedia to make sure the applicable software is loaded, and the fonts/ images show correctly.
- For those who are struggling, become familiar with Meyer Library's many computing resources and the [Acomp website](http://www.ablongman.com/envision). Draw also on each other's strengths in the class. Most of all, don't panic about technology: there's lots of help here in our class and in this University – just ask!

## How do I schedule a consultation appointment with an OCT (Oral Comm Tutor)?

Oral Comm appointment scheduler: <http://speakinghelp.stanford.edu>

Go in person to OCT drop-in hours (Sunday-Thursday, 7-10 pm, Sweet Hall 224)

Please note that a visit to the OCT to be filmed before your final presentation is **mandatory**. You will need to write a reflective self-critique about your visit to the OCT and about your assessment of yourself on film from the videotape of your practice session. You need to submit this writing in your final presentation folder.

## List of Important Dates – or, The Quarter at a Glance:

Sept 25, 27	Complete goal sheet; write bio; present PPT bio; <b>conferences</b>
Oct 2, 4	Present Stanford/CA Cultural Identity to Sweden; Brainstorm Research Topic
Oct 9, 11	Present proposal to Sweden; draft written proposal (Final Revision due online Friday October 13, by 9 am; sorry)
Oct 16, 18	Research Refresher; Spoof Session; Exploring CCR; Elevator Pitch; <b>conferences</b>
Oct 23, 25	Cross-Cultural Film; Inspiration Outlines; Annotated Bibliographies Due
Oct 30, Nov 1	Full Draft of Papers due; Guest Speaker on Speaking
Nov 6, 8	Dress Rehearsal in Class; Full Presentations Group 1; <b>conferences</b>
Nov 13, 15	Full Presentations Groups 2 & 3; Revised Papers due in Folder
Nov 20, 22	OFF for Thanksgiving – Thankfully!
Nov 27, 28	Presentations to/from Sweden; Group Think Brainstorm Session
Dec 4, 6	Group Think Presentations; Application Arguments; Closing Celebration!

## What's the Schedule for this course?

Here, you'll find a detailed chart that lists the in-class activities for each meeting. Please arrive to class prepared to participate by having completed the work listed for the day. If you are absent, it is your responsibility to 1) contact someone from the class to get the scoop and 2) let me know how you will make up the work. Thanks.

	<b>Monday</b>	<b>Wednesday</b>
Week 1: Sept 25, 27  *Conference with me this week*	<b>Meet Colleagues and Course Overview</b> Explore Cross Cultural Rhetoric through activity on Plasma Screens; register for class in Coursework; get to know each other; Introduction to OCT Program	<b>Share Bios in Multiple Media</b> <b>For class:</b> Complete Goal Sheet, write BIO and create PPT (post on Coursework; bring print copy) <b>In class:</b> Share bios, discuss cross-cultural rhetoric of interest to you in class, explore PPT strategies; team brainstorm for Monday webcast
Week 2: Oct 2, 4	<b>Exchange Stanford/California Cultural Identity Presentations with Sweden</b> <b>For class:</b> prepare brief presentation: write short script or note cards; post media on Coursework <b>Read for class:</b> <i>TBA September 27</i> <b>In class:</b> Present via web teleconference; introduce Swedish audience to Stanford and California culture (2-3 minutes each)	<b>Brainstorm Research Topics</b> <b>For class:</b> Bring in primary materials for possible research project; draft your research question in Coursework Research Log Folder <b>Read for Class:</b> <i>Envision</i> , ch 4, complete Glance Boxes p. 97 & 102, Creative Practices p. 100 & 103 <b>In class:</b> Debrief session on Sweden webcast; prepare for giving proposal presentations; brainstorm research topics on laptops and plasma screens; watch videos
Week 3: Oct 9, 11	<b>Present 2 Minute Proposals to Sweden</b> <b>For class:</b> Prepare 1 slide PPT or media file to show AND 2 minute informal presentation of your topic for multinational audience in Sweden and at Stanford. Practice with OCT over the weekend. <b>Read for Class:</b> N/A <b>In class:</b> Present Proposals (2 min each); Swedish students and Stanford students provide feedback on research ideas and presentation strategies	<b>Translate the Proposal from Speech to Writing: Draft workshop; Revision due Fri Oct 13, 9 am</b> <b>Read for class:</b> <i>Envision</i> ch 4; analyze 3 proposals (from EOL ch 4 and Course Materials); post your list of Assessment Criteria for Proposals <b>For class:</b> Draft 3-4 page formal proposal (follow assignment guidelines); Post revision on Coursework in your Drop Box by 9 am Friday Oct 13 (sorry) <b>In class:</b> Workshop and Peer Review Session

<p>Week 4: Oct 16, 18</p> <p>*Conference with me this week*</p>	<p><b>Refresh on Research and Spoof Session</b>  <b>For class:</b> Bring in 3-4 books or articles you might use for your research. Please aim for a balanced iceberg (physical book, database article, non-scholarly web article, interview resource)  <b>Read for class:</b> <i>Envision</i>, ch 5, complete CP p. 131 &amp; 135, Glance p. 138, 143, 146  <b>In class:</b> Workshop on research sources using databases, laptops, plasmas; spoof session on researchers you've seen (the best &amp; the worst)</p>	<p><b>Enrich your Research Argument through CCR</b>  <b>For class:</b> look at Boothe, SURJ, CCR, Bain essays (all through Coursework); post assessment criteria for what makes for excellent research-based writing  <b>Read for class:</b> <i>Envision</i> ch 2-3; focus TBA  <b>In class:</b> Examine Cross-Cultural texts as models for developing complexity and approaching your project rhetorically; learning and practicing “the Elevator Pitch” as a researcher’s speaking tool</p>
<p>Week 5: Oct 23, 25</p>	<p><b>Understand Arrangement in Movie Trailers, Writing, and Speech; Thesis Focus Activity</b>  <b>For class:</b> Finish reading all your research source and conducting your field research by today  <b>Read for class:</b> <i>Envision</i> ch 6 (160-172)  <b>In class:</b> Explore cross-cultural rhetoric trailers as outline models; thesis focusing activity on laptops; Speak Seriously: present one research text to class</p>	<p><b>Annotated Bibliographies Due; Inspiration Outlines and “HIW” speed session in class</b>  <b>For class:</b> Post annotated bibliography (iceberg of research) on Coursework (p. 155-156 <i>Envision</i>); post an article from your targeted publication audience  <b>Read for Class:</b> <i>Envision</i> (p. 155-156 &amp; online)  <b>In class:</b> Peer Review; Inspiration work generating an outline and PPT planning; “How I Write” speed round mock conversation</p>
<p>Week 6: Oct 30 Nov 1</p>	<p><b>Deliver the Written Argument</b>  <b>For class:</b> Full Draft of Paper Due for Peer Review (post on Coursework and bring in print copy)  <b>Read for Class:</b> <i>Envision</i>, ch 6 (172-193); complete Glance p. 187, 180, 183  <b>In class:</b> Peer Review of written papers; stretch break with frisbees &amp; balls (weather permitting)</p>	<p><b>Workshop on Vocal Delivery and Speaking Skills by Thomas Freeland, Oral Communication Prog</b>  <b>For Class:</b> Complete oral presentation worksheet  <b>Read for Class:</b> <i>Envision</i> ch 7  <b>In class:</b> Watch Videos; Speaking Skills Workshop; Experiment with Translation and media options; learn Q/A handling strategies</p>
<p>Week 7: Nov 6, 8</p> <p>*Conference with me this week*</p>	<p><b>Dress Rehearsals with OCTs in Class</b>  <b>For class:</b> Compose Full Script, PPT, and Materials for Practice Presentations of your project (post on Courseforum and bring in back up)  <b>Read for class:</b> N/A  <b>In class:</b> Small group rehearsals with feedback</p>	<p><b>Full Presentations (with Q/A) – Group 1</b>  <b>For class:</b> Deliver your presentation (10-12 minutes with media, 5 min Q/A). Submit all presentation materials in a labeled folder  <b>Read for class:</b> N/A  <b>In class:</b> Presentations, Q/A and feedback</p>
<p>Week 8: Nov 13, 15</p>	<p><b>Full Presentations (with Q/A) – Group 2</b>  <b>Note:</b> Revised Papers due this week: submit in labeled folder with all components; also post online</p>	<p><b>Full Presentations (with Q/A) – Group 3;</b></p>
<p>Nov 20, 22</p>	<p><b>THANKSGIVING BREAK: NO CLASS</b></p>	
<p>Week 9: Nov 27, 28</p>	<p><b>Presentations to/from Sweden</b></p>	<p><b>Assessment of Presentations, Video Review Group Think Presentations Brainstorm session</b></p>
<p>Week 10: Dec 4, 6</p>	<p><b>Group Think Presentations on Learning CCR</b></p>	<p><b>“Application Arguments” Written and Spoken</b>  <b>For class:</b> Written reflection (3-4 pages), tally sheet, notes for 1 minute wisdom (post all on Coursework)  <b>In class:</b> Sharing of letters, 1 minute wisdom, and finally: Closing Celebration &amp; Course Evaluations</p>