

<b>Faculty</b>	Arts and Humanities			
<b>Home Department</b>	Religion and Theology			
<b>Module Topic</b>	Rhetoric and Conceptual Analysis			
<b>Generic Module Name</b>	Hermeneutics 122			
<b>Alpha-numeric Code</b>	HER122			
<b>NQF Level</b>	5			
<b>NQF Credit Value</b>	15			
<b>Duration</b>	Semester			
<b>Proposed semester to be offered</b>	Second Semester			
<b>Programmes in which module will be offered</b>	BTh (2013)			
<b>Year Level</b>	1			
<b>Main Outcomes</b>	<p>On completion of this module students should be able to:</p> <ul style="list-style-type: none"> <li>Outline the history of rhetoric as a discipline.</li> <li>Give an explanatory account of the main features of classical and modern rhetorical theory, exhibiting an understanding of the aims, terminology, resources and typical problems of rhetoric.</li> <li>Construct or analyze a rhetorical performance using the resources provided by rhetorical theory.</li> <li>Identify informal fallacies in ordinary language.</li> <li>Demonstrate skills in identifying basic arguments and argument types and in testing arguments for their validity.</li> <li>Distinguish between factual, normative and conceptual questions and apply techniques of analyzing the meaning concepts.</li> </ul>			
<b>Main Content</b>	<ul style="list-style-type: none"> <li>The aims and problems of rhetoric; rhetoric and ethics</li> <li>A brief history of the discipline</li> <li>Classical rhetorical theory: the resources of argumentation and ornamentation</li> <li>Modern developments in rhetorical theory</li> </ul> <p>The module will introduce students to:</p> <ul style="list-style-type: none"> <li>The notion of an argument and its structure as distinct from mere exposition, together with the technique of identifying and diagramming conclusion and premises and the techniques of identifying valid and invalid argument forms.</li> <li>Furthermore, the module teaches students to distinguish between deductive and inductive ways of reasoning. It also teaches students a number of common informal fallacies.</li> <li>The module contains a significant practical component</li> </ul>			
<b>Pre-requisites</b>	None			
<b>Co-requisites</b>	None			
<b>Prohibited module Combinations</b>	HER121			
<b>Breakdown of Learning Time</b>	<b>Hours</b>	<b>Timetable Requirement per week</b>		<b>Other teaching modes that does not require time-table</b>
<i>Contact with lecturer / tutor:</i>	42	<i>Lectures p.w.</i>	0	
<i>Assignments &amp; tasks:</i>	48	<i>Practicals p.w.</i>	0	
<i>Practicals:</i>	0	<i>Tutorials p.w.</i>	0	
<i>Assessments:</i>	6			
<i>Selfstudy:</i>	54			
<i>Other:</i>	0			
<b>Total Learning Time</b>	<b>150</b>			

<b>Methods of Student Assessment</b>	Continuous Assessment (CA): 60% Final Assessment (FA): 40%
<b>Assessment Module type</b>	Continuous and Final Assessment (CFA)