SJQU-QR-JW-013（A0）

**上 海 建 桥 学 院**

《英语修辞学》课程教案

周次1 第1次课 学时 2 教案撰写人：

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| 课程单元名称 | Course outline+ Unit 1Goals for Studying Rhetoric+Unit 3 The Three Levels of Rhetoric Operation (A) Selecting Words and Phrases |
| 本次授课目的与要求 Teaching Objectives and Requirements1. To discuss the objectives, content, implementation, and assessment of this course;2. To understand the goals for studying English Rhetoric；3. Get to learn about the lexical rhetoric operations. |
| 教学设计思路1. Lectures based on the PPT courseware enable students grasp the key points and important concepts in rhetoric;
2. Group discussions help students understand the goals for studying rhetoric.
3. Group discussions help students understand the three principles for study of rhetoric.
 |
| 本次教学重点与难点 Key Points and Difficult Points in Teaching1. Key points: definitions of rhetoric from different perspectives 2. Difficult points: goals for studying rhetoric |
| 教学内容提要及时间分配  | 教学方法与手段设计 |
| 1. Course outline sharing (15’)
2. Introduction of reference books (5’)
3. Discussion of various definitions of rhetoric (20’)
4. Discussion of goals for studying rhetoric (20’)
5. Introduction of the three principles for study of rhetoric (20)
6. Assignment (10’)
 | Employ multimedia teaching approach, and combine theories with specific examples. |
| 课外复习、预习要求及作业布置1. Review contents of this chapter, especially key points and difficulties.
2. Preview Chapter 6 & 7.
3. Assignment: Analyzing two situations from the perspective of the goals for studying rhetoric and hand in on BB.
 |
| 课后反思 | Through self-introduction, the students and the teacher can get to know each other. Through the lecture and class discussion, the students have better understanding of the key concepts in lexicology. However, more discussions should be suggested for this is a new course for students. |

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《英语修辞学》课程教案

周次1 第2次课 学时 2 教案撰写人：

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| 课程单元名称 | Unit 6/7 The Three Levels of Rhetoric Operation (A) Selecting Words and Phrases |
| 本次授课目的与要求 Teaching Objectives and Requirements1. To understand the three basic levels of rhetoric operations;2. To grasp the lexical rhetoric operations. |
| 教学设计思路1. Lectures based on the PPT courseware enable students to have ideas of three levels of rhetoric operations;
2. Group discussions help students understand the importance of word choice.
3. Ideological-and-political-construction based examples enhance moral education on students.
 |
| 本次教学重点与难点 Key Points and Difficult Points in Teaching1. Key points: the causes that make word choice a troublesome task.2. Difficult points: denotation and connotation. |
| 教学内容提要及时间分配  | 教学方法与手段设计 |
| 1. General introduction of three levels of rhetoric operations (10’)
2. Discussions concerning the rhetoric operations on lexical level（10’）
3. Analysis the causes that make word choice a troublesome task（30’）
4. Discussions concerning the multifaceted notion of the meanings of words（30’）
5. Assignments (10’)
 | Employ multimedia teaching approach, and combine theories with specific examples. |
| 课外复习、预习要求及作业布置1. Review contents of this chapter, especially key points and difficulties.
2. Preview Chapter 4.
3. Assignment: Make a circle to represent a word with its denotation and connotation and hand in on BB. (Eg. can be seen on P93)
 |
| 课后反思 | Through self-introduction, the students and the teacher can get to know each other. Through the lecture and class discussion, the students have better understanding of the key concepts in lexicology. However, more discussions should be suggested for this is a new course for students. |

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《英语修辞学》课程教案

周次2 第3次课 学时 2 教案撰写人：

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| 课程单元名称 |  Unit 4 The Three Levels of Rhetoric Operations (B) Seeking Sentence Variety |
| 本次授课目的与要求 Teaching Objectives and Requirements1. To learn the importance of sentences variety；
2. Be able to analyze and appreciate sentences variety；
3. Be able to tell the varied sentence patterns;
4. To understand the functions of long sentences and short sentences.
 |
| 教学设计思路1. Lectures based on the PPT courseware enable students grasp the key points and important concepts in rhetoric operations on sentence level ;
2. Group discussions help students understand better the functions of sentence variety in different discourse
3. Ideological-and-political-construction based examples enhance moral education on students.
 |
| 本次教学重点与难点 Key Points and Difficult Points in Teaching1. Key points: different classification of sentence patterns.2. Difficult points: analysis and appreciation of the varied sentences. |
| 教学内容提要及时间分配  | 教学方法与手段设计 |
| 1. Discussions concerning the rhetoric operations on sentence level (10’)
2. Interpretation on the classification of sentence patterns（40’）

 grammatical classification/ functional classification/ rhetorical classification1. Interpretation on the effects of variety in sentence lengths （25’）
2. Attempts to analyze and appreciate rhetoric operations of a piece of discourse from the perspective of sentence level. (15’)
 | Employ multimedia teaching approach, and combine theories with specific examples. |
| 课外复习、预习要求及作业布置1. Review contents of this chapter, especially key points and difficulties.
2. Preview Chapter 11.
3. Question: What are the definitions of unity and coherence?
 |
| 课后反思 | By presenting class report with the help of PPT, the students’ speaking ability is improved. Through the lecture, the students can learn the basic knowledge about the history of English. However, more exercises should be given to students to finish in order to deepen their understanding. |

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《英语修辞学》课程教案

周次2 第4次课 学时2 教案撰写人：

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| 课程单元名称 |  Unit 11 Unity and Coherence |
| 本次授课目的与要求 Teaching Objectives and Requirements1. To be familiar with the central idea and two principles in information organization;
2. Be able to creating unity;
3. Be able to maintain coherence.
 |
| 教学设计思路1. Class presentation based on the PPT courseware enable students grasp the key points in terms of central idea in information organization;
2. Exercises help students understand better how to achieve unity and coherence;
3. Ideological-and-political-construction based examples enhance moral education on students.
 |
| 本次教学重点与难点 Key Points and Difficult Points in Teaching1. Key points: the two key principles for a writer to observe in organizing information
2. Difficult points: the approaches to achieving unity and coherence.
 |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| * 1. Basic concepts: unity and coherence (20’)
	2. Points that must be observed to achieve unity (20’)
	3. Practices on achieving unity (15’)
	4. Points that must be observed to achieve coherence (20’)
	5. Practices on achieving coherence (15’)
 | Employ multimedia teaching approach, and combine theories with specific examples. |
| 课外复习、预习要求及作业布置1. Review contents of this chapter, especially key points and difficulties.
2. Preview chapter 5/8
3. Exercises: Study a paragraph from “Slouching Towards Bethlehem” by Joan Didion. Pay attention to the sentence variety and write a short summary on it and hand in on BB.
 |
| 课后反思 | Through the lecture, the students can learn the key concepts in word-formation processes. The students still have difficulties in understanding some concepts, like roots, affixes, so more examples should be given to students to read and discuss. |

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《英语修辞学》课程教案

周次3 第5次课 学时2 教案撰写人：

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| 课程单元名称 | Unit 5 The Three Levels of Rhetoric Operations (C) Writing a Paragraph and Arranging Paragraphs into a Complete TextUnit 8 Generalization and Specification |
| 本次授课目的与要求 Teaching Objectives and Requirements1. Be familiar with the features of a paragraph and requirements for paragraph writing;
2. Be able to organize a composition;
3. Be familiar with the definitions of generality and specificity;
4. Be able to write in a specific way;
 |
| 教学设计思路1. Class presentation based on the PPT courseware enable students grasp the key points in terms of the rhetorical operations on the paragraph level;
2. Exercises help students understand better subject matter and paragraph formation.
3. Ideological-and-political-construction based examples enhance moral education on students.
 |
| 本次教学重点与难点 Key Points and Difficult Points in Teaching1. Key points: writing a paragraph and arranging paragraph into a complete text;
2. Difficult points: abstract writing and specific wrting.
 |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| * 1. Features of a paragraph: (10’)
	2. Requirements for paragraph writing (10’)
	3. The organization of a composition (10’)
	4. Devices for making the ideas flow (15’)
	5. Subject matter and paragraph formation (10’)
	6. Generality and specificity (10’)
	7. Abstract writing and some other similar practices (15’)
	8. Approaches to writing in a specific way (10’)
 | Employ multimedia teaching approach, and combine theories with specific examples. |
| 课外复习、预习要求及作业布置1. Review contents of this chapter, especially key points and difficulties.
2. Preview chapter 15
3. Exercises
 |
| 课后反思 | Through the lecture, the students can learn the key concepts in changes of meaning . The students still have difficulties in understanding some concepts: sense and reference, so more examples should be given to students to read and discuss. |

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《英语修辞学》课程教案

周次3 第6次课 学时2 教案撰写人：

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| 课程单元名称 | Unit 15 A Table of the Common Figures of Speech (1/1)  |
| 本次授课目的与要求 Teaching Objectives and Requirements1. Be familiar with the concept of lexical figures of speech;
2. Understand the definitions, features, and usages of Simile，Metaphor，Metonymy，Synecdoche，Antonomasia;
3. Acquire the ability to analyze and appreciate the lexical figures of speech in different discourses.
 |
| 教学设计思路1. Class presentation based on the PPT courseware enable students grasp the key points about Simile，Metaphor，Metonymy，Synecdoche，Antonomasia;
2. Exercises help students understand better definitions, features, and usages of Simile，Metaphor，Metonymy，Synecdoche，Antonomasia.
3. Ideological-and-political-construction based examples enhance moral education on students.
 |
| 本次教学重点与难点 Key Points and Difficult Points in Teaching1. Key points: lexical figures of speech.
2. Difficult points: approaches to analyzing and appreciating the lexical figures of speech in different discourses.
 |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 1. Definitions, features, and usages of Simile (15’)
2. Definitions, features, and usages of Metaphor (15’)
3. Definitions, features, and usages of Metonymy (15’)
4. Definitions, features, and usages of Synecdoche (15’)
5. Definitions, features, and usages of Antonomasia (15’)
6. Exercises based on lexical figures of speech (25’)
 | Employ multimedia teaching approach, and combine theories with specific examples. |
| 课外复习、预习要求及作业布置1. Review contents of this chapter, especially key points and difficulties;
2. Preview Personification，Parody，Synesthesia，Transferred epithet;
3. Exercises
 |
| 课后反思 | Through the lecture, the students can learn the key concepts of collocations and idioms . The students still have difficulties in understanding characteristics of collocations and idioms, so more examples should be given to students to read and discuss. |

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《英语修辞学》课程教案

周次4 第7次课 学时2 教案撰写人：

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| 课程单元名称 | Unit 15 A Table of the Common Figures of Speech (1/2)  |
| 本次授课目的与要求 Teaching Objectives and Requirements1. Be familiar with the concept of lexical figures of speech;
2. Understand the definitions, features, and usages of Personification，Parody，Synesthesia，Transferred epithet;
3. Acquire the ability to analyze and appreciate the lexical figures of speech in different discourses.
 |
| 教学设计思路1. Class presentation based on the PPT courseware enable students grasp the key points about Personification，Parody，Synesthesia，Transferred epithet;
2. Exercises help students understand better definitions, features, and usages of Personification，Parody，Synesthesia，Transferred epithet.
3. Ideological-and-political-construction based examples enhance moral education on students.
 |
| 本次教学重点与难点 Key Points and Difficult Points in Teaching1. Key points: lexical figures of speech.
2. Difficult points: approaches to analyzing and appreciating the lexical figures of speech in different discourses.
 |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 1. Definitions, features, and usages of Personification (20’)
2. Definitions, features, and usages of Synesthesia (20’)
3. Definitions, features, and usages of Transferred epithet (20’)
4. Definitions, features, and usages of Parody (20)
5. Exercises based on lexical figures of speech (10’)
 | Employ multimedia teaching approach, and combine theories with specific examples. |
| 课外复习、预习要求及作业布置1. Review contents of this chapter, especially key points and difficulties;
2. Preview Allegory，Allusion，Hyperbole，Understatement，Irony;
3. Exercises
 |
| 课后反思 | Through the lecture, the students can learn the key concepts of collocations and idioms . The students still have difficulties in understanding characteristics of collocations and idioms, so more examples should be given to students to read and discuss. |

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《英语修辞学》课程教案

周次4 第8次课 学时2 教案撰写人：

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| 课程单元名称 | Unit 15 A Table of the Common Figures of Speech (2/1)  |
| 本次授课目的与要求 Teaching Objectives and Requirements1. Be familiar with the concept of logical figures of speech;
2. Understand the definitions, features, and usages of Allegory，Allusion，Hyperbole，Understatement，Irony;
3. Acquire the ability to analyze and appreciate the logical figures of speech in different discourses.
 |
| 教学设计思路1. Class presentation based on the PPT courseware enable students grasp the key points about Allegory，Allusion，Hyperbole，Understatement，Irony;
2. Exercises help students understand better definitions, features, and usages of Allegory，Allusion，Hyperbole，Understatement，Irony.
3. Ideological-and-political-construction based examples enhance moral education on students.
 |
| 本次教学重点与难点 Key Points and Difficult Points in Teaching1. Key points: logical figures of speech.
2. Difficult points: approaches to analyzing and appreciating the logical figures of speech in different discourses.
 |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 1. Definitions, features, and usages of Allegory (15’)
2. Definitions, features, and usages of Allusion (15’)
3. Definitions, features, and usages of Hyperbole (15’)
4. Definitions, features, and usages of Understatement (15’)
5. Definitions, features, and usages of Irony (15’)
6. Exercises based on lexical figures of speech (25’)
 | Employ multimedia teaching approach, and combine theories with specific examples. |
| 课外复习、预习要求及作业布置1. Review contents of this chapter, especially key points and difficulties;
2. Preview Innuendo，Euphemism，Oxymoron，Analogy，Paradox;
3. Exercises
 |
| 课后反思 | Through the lecture, the students can learn the key concepts of collocations and idioms . The students still have difficulties in understanding characteristics of collocations and idioms, so more examples should be given to students to read and discuss. |

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《英语修辞学》课程教案

周次6 第11次课 学时2 教案撰写人：

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| 课程单元名称 | Unit 15 A Table of the Common Figures of Speech (2/2)  |
| 本次授课目的与要求 Teaching Objectives and Requirements1. Be familiar with the concept of logical figures of speech;
2. Understand the definitions, features, and usages of Innuendo，Euphemism，Oxymoron，Analogy，Paradox;
3. Acquire the ability to analyze and appreciate the logical figures of speech in different discourses.
 |
| 教学设计思路1. Class presentation based on the PPT courseware enable students grasp the key points about Simile，Metaphor，Metonymy，Synecdoche，Antonomasia;
2. Exercises help students understand better definitions, features, and usages of Simile，Metaphor，Metonymy，Synecdoche，Antonomasia.
3. Ideological-and-political-construction based examples enhance moral education on students.
 |
| 本次教学重点与难点 Key Points and Difficult Points in Teaching1. Key points: logical figures of speech.
2. Difficult points: approaches to analyzing and appreciating the logical figures of speech in different discourses.
 |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 1. Definitions, features, and usages of Innuendo (15’)
2. Definitions, features, and usages of Euphemism (15’)
3. Definitions, features, and usages of Oxymoron (15’)
4. Definitions, features, and usages of Analogy (15’)
5. Definitions, features, and usages of Paradox (15’)
6. Exercises based on logical figures of speech (25’)
 | Employ multimedia teaching approach, and combine theories with specific examples. |
| 课外复习、预习要求及作业布置1. Review contents of this chapter, especially key points and difficulties;
2. Preview Antithesis，Parallelism，Climax，Anticlimax，Repetition;
3. Exercises
 |
| 课后反思 | Through the lecture, the students can learn the key concepts of collocations and idioms . The students still have difficulties in understanding characteristics of collocations and idioms, so more examples should be given to students to read and discuss. |

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《英语修辞学》课程教案

周次6 第12次课 学时2 教案撰写人：

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| 课程单元名称 | Unit 15 A Table of the Common Figures of Speech (3/1)  |
| 本次授课目的与要求 Teaching Objectives and Requirements1. Be familiar with the concept of syntactic figures of speech;
2. Understand the definitions, features, and usages of Antithesis，Parallelism，Climax，Anticlimax，Repetition;
3. Acquire the ability to analyze and appreciate the syntactic figures of speech in different discourses.
 |
| 教学设计思路1. Class presentation based on the PPT courseware enable students grasp the key points about Antithesis，Parallelism，Climax，Anticlimax，Repetition;
2. Exercises help students understand better definitions, features, and usages of Antithesis，Parallelism，Climax，Anticlimax，Repetition.
3. Ideological-and-political-construction based examples enhance moral education on students.
 |
| 本次教学重点与难点 Key Points and Difficult Points in Teaching1. Key points: syntactic figures of speech.
2. Difficult points: approaches to analyzing and appreciating the syntactic figures of speech in different discourses.
 |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 1. Definitions, features, and usages of Antithesis (15’)
2. Definitions, features, and usages of Parallelism (15’)
3. Definitions, features, and usages of Climax (15’)
4. Definitions, features, and usages of Anticlimax (15’)
5. Definitions, features, and usages of Repetition (15’)
6. Exercises based on lexical figures of speech (25’)
 | Employ multimedia teaching approach, and combine theories with specific examples. |
| 课外复习、预习要求及作业布置1. Review contents of this chapter, especially key points and difficulties;
2. Preview Rhetorical Question，Periodical Sentence, Loose Sentence, Inversion, Syllepsis;
3. Exercises
 |
| 课后反思 | Through the lecture, the students can learn the key concepts of collocations and idioms . The students still have difficulties in understanding characteristics of collocations and idioms, so more examples should be given to students to read and discuss. |

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《英语修辞学》课程教案

周次7 第13次课 学时2 教案撰写人：

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| 课程单元名称 | Unit 15 A Table of the Common Figures of Speech (3/2)  |
| 本次授课目的与要求 Teaching Objectives and Requirements1. Be familiar with the concept of syntactic figures of speech;
2. Understand the definitions, features, and usages of Rhetorical Question，Periodical Sentence, Loose Sentence, Inversion, Syllepsis;
3. Acquire the ability to analyze and appreciate the syntactic figures of speech in different discourses.
 |
| 教学设计思路1. Class presentation based on the PPT courseware enable students grasp the key points about Rhetorical Question，Periodical Sentence, Loose Sentence, Inversion, Syllepsis;
2. Exercises help students understand better definitions, features, and usages of Rhetorical Question，Periodical Sentence, Loose Sentence, Inversion, Syllepsis.
3. Ideological-and-political-construction based examples enhance moral education on students.
 |
| 本次教学重点与难点 Key Points and Difficult Points in Teaching1. Key points: syntactic figures of speech.
2. Difficult points: approaches to analyzing and appreciating the syntactic figures of speech in different discourses.
 |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 1. Definitions, features, and usages of Rhetorical Question (15’)
2. Definitions, features, and usages of Periodical Sentence (15’)
3. Definitions, features, and usages of Loose Sentence (15’)
4. Definitions, features, and usages of Inversion (15’)
5. Definitions, features, and usages of Syllepsis (15’)
6. Exercises based on syntactic figures of speech (25’)
 | Employ multimedia teaching approach, and combine theories with specific examples. |
| 课外复习、预习要求及作业布置1. Review contents of this chapter, especially key points and difficulties;
2. Preview Alliteration，Assonance，Consonance;
3. Exercises
 |
| 课后反思 | Through the lecture, the students can learn the key concepts of collocations and idioms . The students still have difficulties in understanding characteristics of collocations and idioms, so more examples should be given to students to read and discuss. |

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《英语修辞学》课程教案

周次7 第14次课 学时2 教案撰写人：

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| 课程单元名称 | Unit 15 A Table of the Common Figures of Speech (4/1)  |
| 本次授课目的与要求 Teaching Objectives and Requirements1. Be familiar with the concept of phonetic figures of speech;
2. Understand the definitions, features, and usages of Alliteration，Assonance，Consonance;
3. Acquire the ability to analyze and appreciate the phonetic figures of speech in different discourses.
 |
| 教学设计思路1. Class presentation based on the PPT courseware enable students grasp the key points about Alliteration，Assonance，Consonance;
2. Exercises help students understand better definitions, features, and usages of Alliteration，Assonance，Consonance.
3. Ideological-and-political-construction based examples enhance moral education on students.
 |
| 本次教学重点与难点 Key Points and Difficult Points in Teaching1. Key points: phonetic figures of speech.
2. Difficult points: approaches to analyzing and appreciating the phonetic figures of speech in different discourses.
 |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 1. Definitions, features, and usages of Alliteration (25’)
2. Definitions, features, and usages of Assonance (25’)
3. Definitions, features, and usages of Consonance (25’)
4. Exercises based on lexical figures of speech (15’)
 | Employ multimedia teaching approach, and combine theories with specific examples. |
| 课外复习、预习要求及作业布置1. Review contents of this chapter, especially key points and difficulties;
2. Preview Onomatopoeia，Pun;
3. Exercises
 |
| 课后反思 | Through the lecture, the students can learn the key concepts of collocations and idioms . The students still have difficulties in understanding characteristics of collocations and idioms, so more examples should be given to students to read and discuss. |

**上 海 建 桥 学 院**

《英语修辞学》课程教案

周次8 第15次课 学时2 教案撰写人：

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| 课程单元名称 | Unit 15 A Table of the Common Figures of Speech (4/2)  |
| 本次授课目的与要求 Teaching Objectives and Requirements1. Be familiar with the concept of lexical figures of speech;
2. Understand the definitions, features, and usages of Onomatopoeia，Pun;
3. Acquire the ability to analyze and appreciate the phonetic figures of speech in different discourses.
4. Review of the course
 |
| 教学设计思路1. Class presentation based on the PPT courseware enable students grasp the key points about Onomatopoeia，Pun;
2. Exercises help students understand better definitions, features, and usages of Onomatopoeia，Pun.
3. Ideological-and-political-construction based examples enhance moral education on students.
 |
| 本次教学重点与难点 Key Points and Difficult Points in Teaching1. Key points: phonetic figures of speech.
2. Difficult points: approaches to analyzing and appreciating the phonetic figures of speech in different discourses.
 |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 1. Definitions, features, and usages of Onomatopoeia (25’)
2. Definitions, features, and usages of Pun (25’)
3. Exercises based on phonetic figures of speech (25’)
4. Review of the course (15’)
 | Employ multimedia teaching approach, and combine theories with specific examples. |
| 课外复习、预习要求及作业布置1. Review contents of this chapter, especially key points and difficulties;
2. Review of the course
 |
| 课后反思 | Through the lecture, the students can learn the key concepts of collocations and idioms . The students still have difficulties in understanding characteristics of collocations and idioms, so more examples should be given to students to read and discuss. |

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《英语修辞学》课程教案

周次8 第16次课 学时2 教案撰写人：

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| 课程单元名称 | in-class test |
| 本次授课目的与要求 Teaching Objectives and Requirements |
| 教学设计思路 |
| 本次教学重点与难点 Key Points and Difficult Points in Teaching |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
|  |  |
| 课外复习、预习要求及作业布置 |
| 课后反思 |  |