

Abstract

Feminine Rhetoric is a specific use of delivery that forges persuasive techniques to interact the speaker with the audience that are prescribed to both genders. Compared to masculine rhetoric that mostly depends on authority and reason, feminine rhetoric enables individuals to successfully question established power structures and foster identification with their audiences. It further engages English majors with the ability to persuade in their writings and speeches. I am conducting this study to learn what students' perceptions are of having rhetorical instruction in feminine rhetorical practices and theories in ENG 3110: Introduction to Rhetorical Theory in opposed to masculine rhetorical practices. My goals are to learn more about how implementing feminine practices in the classroom helps students improve as writers, connect with their intended audiences, and develop critical thinking abilities for future employment. This project will examine films, social media sites, interviews, articles, and news platforms to display how feminine rhetoric helped English majors develop more persuasive techniques especially in their deliveries. As a result of this learning outcome, individuals in the field of rhetoric and composition will be able to improve rhetorical education by learning how to identify with specific audiences, developing necessary pedagogical frameworks that can be integrated into the classroom curriculum, analyzing language in a critical framework, and applying logical reasoning to achieve short and long-term goals.

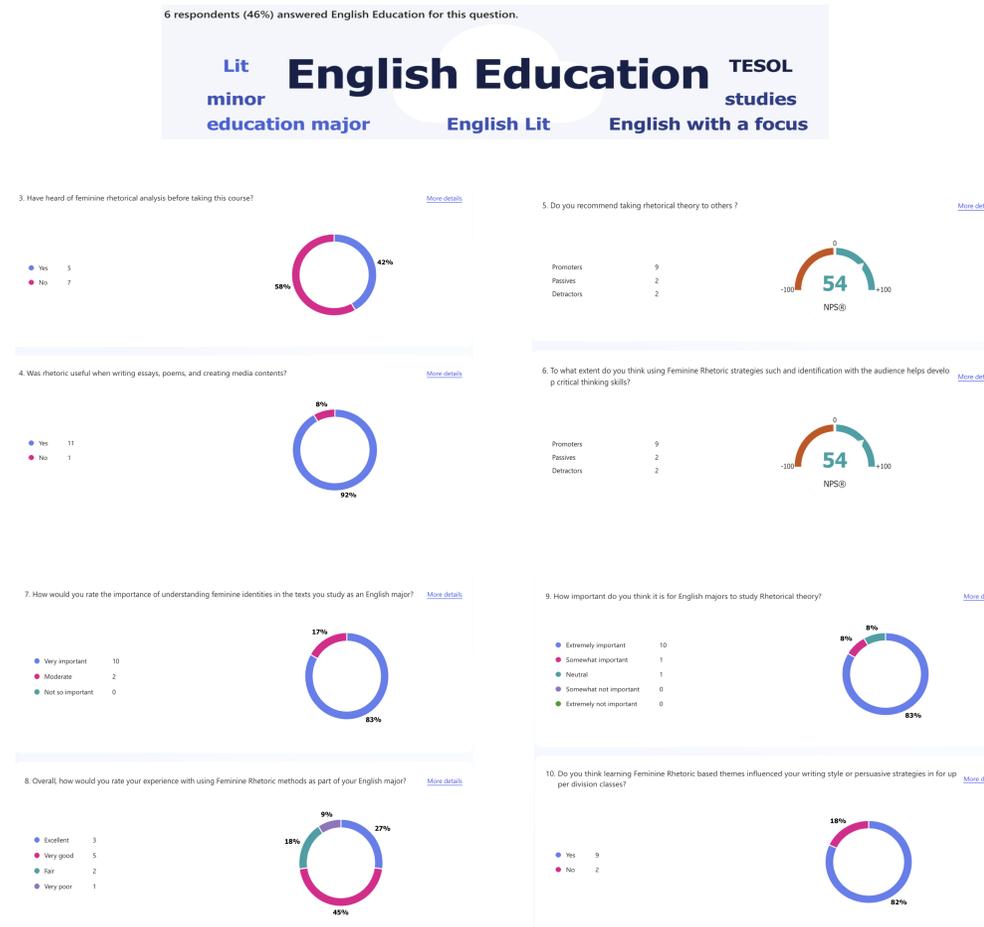
Methods

- The role of the online survey will factor the student's perception on having rhetorical instruction in feminine rhetorical practices and theories in opposed to masculine rhetorical practices.
- The empirical data gathered through the survey will provide a conclusion to my proposed question of how effective an feminist rhetorical practice and theory really is to English majors. The survey provides immediate effective results and will provide accurate data response to my research project.
- Literature Review presents the perceptions of having feminine rhetoric theory based-instruction opposed to masculine rhetorical practices from various female Professors

Goals and Purpose

- Compared to masculine rhetoric that mostly depends on authority and reason, feminine rhetoric enables individuals to successfully question established power structures and foster identification with their audiences.
- It further engages English majors with the ability to persuade in their writings and speeches.
- As a result of this learning outcome, individuals in the field of rhetoric and composition will be able to improve rhetorical education by learning how to identify with specific audiences, developing necessary pedagogical frameworks that can be integrated into the classroom curriculum, analyzing language in a critical framework, and applying logical reasoning to achieve short and long-term goals.

Results



Literature Review

- Drawing on Paulo Freire's educational philosophy, by embodying a humanist feminism in pedagogical sensation will uphold the voices of underrepresented or marginalized students a space where they will feel heard and valued
- Anna hopes to use her composition course as a space for students to reconcile with their feminist identities, including the emotional, gender, and language aspects of writing
- They argue that women are more attentive to the intricacies of contributing to the contextual and narrative side of composition, whereas males are more focused on the understanding stage when composing or speaking
- Worsham believes that using écriture féminine would be extremely important to the process of composition. She believes that, from a political standpoint, using écriture féminine as a guide to writing pedagogy will most likely weaken its radical potential while also leading to a collapse of the university
- https://docs.google.com/document/d/1SzBQdzjkzoJ-ud0wd-716T1BjS1JmkYJxGJ7HBud_k/edit?usp=sharing

Conclusions

- Implementing Feminine Rhetoric courses would be beneficial to English
- Feminist rhetorical practices will further aid students in developing strong communication, writing, cognitive, and rhetorical devices in classrooms in opposition to masculine rhetoric practices
- By reconnecting with their female writing identities, they will be able to explore a wider range of writing styles outside traditional linear writing
- Using a feminist approach through introducing feminine writing into classrooms can better support students in overcoming societal constraint

Limitations

- Limited participants and limited scope of students (Only open to the English Department)
- Limited qualitative research (in-person interviews)
- Not enough literary studies and applied language studies student interviewed

Future Directions

- Interview more Applied language studies and literary studies students and use a more psychological approach
- Conduct a larger scope of research questions, conduct more in-person interviews, and more relevant practices

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