Welcome to the course in Text and Culture. This is a short but work intensive course, the purpose of which is to introduce you to a rhetorical perspective on text and culture. Over the course of two weeks, we will meet for four three hour sessions. After the first session, I will post the written assignment that is part of the examination of the course on Kurskortget. It is to be completed and put in my mail box with a standardized cover with your name on, no later than Thursday, 8/4. It should also be submitted electronically to my e-mail address (magnus.ullen@kau.se). Please note that assignments that are only submitted electronically, or that are handed in without a standardized cover, will not be returned (though they will of course be read and graded).

You prepare for each session by reading the assigned materials, and by getting ready for the in-class presentations, individually and in groups. It is vital that you come to each session (including the first one!) well-prepared. Before the first session, you should acquaint yourself with the basics of rhetorical terminology. Read the sections on Ethos, Pathos, and Logos in Banks, A Short Handbook on Rhetorical Analysis, available online (http://english.ecu.edu/~wpbanks/rhetoric/rhetanalysis.html), acquaint yourself with the list of tropes and figures included in this posting, and read the speech by Martin Luther King carefully.

Purpose
The aim of the course, as said, is to introduce you to the part of language studies known as rhetoric, which was defined by the Greek philosopher Aristotle some two thousand five hundred years ago as “the art of always finding the best means of persuasion.” Key concepts of the rhetorical tradition will be explained, and you will be given the chance to make use of them in practice. By the end of this course you will each have tried your hand at reading a speech and an ad from a rhetorical perspective.

Expected skills
The skills you acquire in this course can be seen as a continuation of those that you acquired in the Language Proficiency course, as well as a preparation for the kind of
skills you will practice in the Literature course. If the LP course taught you the rudiments of how to write an essay, the Text and Culture course shows how you can make use of those skills for reading texts of various kinds.

**Examination**

The course will be examined partly through in class oral presentations, and partly through a written assignment. The written assignment will consist of a rhetorical analysis of a speech or an advertisement and should be no less than 500 and no more than 1000 words, that is 1,5 to 3 pages long. It should be well-structured, and must include a word count. The analysis should answer three questions: What does the text try to persuade us of? How does it try to persuade us (what arguments and/or other strategies does it employ to this effect)? And finally, why have these particular means of persuasion been chosen? That is, why could one assume that they may be effective?

**Grade criteria**

Your grade will be based upon a combined assessment of your oral and written performance during the course.

To pass ("Godkänd") you must participate actively in the preparation and delivery of the oral presentations, and write an essay which demonstrates that you have understood the basic principles of rhetorical analysis. Your essay must identify the thesis of the text analyzed, and should discuss the arguments for that thesis in terms of *logos*, *ethos*, and *pathos*. Invention, disposition, and elocution should all be considered. The English of the essay must be fluent and generally correct.

To pass with distinction ("Väl godkänd"), in addition to the requirements for G, your written and oral performances must show evidence of a keen analytic sensibility, manifested as a willingness and an ability to account for the function of the disposition and the style of the text analyzed.

Looking forward to seeing you soon!

/ Magnus Ullén
Text and Culture. Course outline

In preparation for the first session, make sure you have read:

• the sections on Ethos, Pathos, and Logos in Banks, *A Short Handbook on Rhetorical Analysis*, available online: [http://english.ecu.edu/~wpbanks/rhetoric/rhetanalysis.html](http://english.ecu.edu/~wpbanks/rhetoric/rhetanalysis.html),
• 9/11 speech by President George W Bush (included below)

1. Monday 22/3 13.15-16.00

*The Basics of Rhetoric 1*

Text and culture – a rhetorical approach. Course outline: what, why, how?

Invention and disposition.

**Homework for session 2**

• Read Martin Luther King, “I have a dream,” and Winston Churchill’s “Blood, toil, tears, sweat,”
• Read A very short list of tropes and figures, included below. King makes abundant use of tropes and figures (see A very short list of tropes and figures, below). Try to identify at least five different figures of speech in the speech. What are their functions? Can one distinguish a functional difference between *tropes* on the one hand, and *schemes* on the other?

2. Wednesday 24/3 13.15-16.00

*The Basics of Rhetoric 2*

Elocution – the importance of speaking well.

Second half: *The Rhetoric of Advertising*

We will discuss the concepts of denotation and connotation as applied by Roland Barthes in a famous analysis of an ad for Panzani. We will also be looking at some ads (JBS and H&M) and discuss whether gender can be seen as an example of what rhetoricians call *doxa*, that is, an opinion taken for granted.

**Homework for session 3:**

• Read The Sample Analysis of Churchill’s speech (will be posted after session 1)
• Study the following five wikipedia articles on the rhetorical parts:

  5) Actio (or Pronuntiatio) [http://en.wikipedia.org/wiki/Pronuntiatio](http://en.wikipedia.org/wiki/Pronuntiatio)
• analyze Lincoln’s Gettysburg Address (group 1-2), Marie Curie’s On the Discovery of Radium (group 3-4) and Margaret Thatcher’s Remarks on becoming Prime Minister (group 5-6). Odd groups present analyses of Invention and Elocution; even groups present analyses on Disposition and Elocution.

A. Inventio. Ask yourselves: what is the occasion of the speech? What thesis does Lincoln present? Why is that thesis appropriate for that occasion and that audience? What arguments are advanced in support of the thesis? Why are they appropriate?

B. Dispositio. Identify the different parts of the speech: the exordium, the narration, the proposition, the argument, and the conclusion. What passages are they made up of? And what function do they fill?

C. Elocutio. Focus on the language of the speech. How would you characterize the style? Does the speaker make use of any tropes or figures? If so, what function does this unusual use of language fulfill? Why is the style chosen appropriate for the occasion?

3. Monday 29/3 13.15-16.00
12A226

Group presentations of speeches analyzed.

Homework for session 4

Work in groups. Find an ad in an English newspaper or magazine, and analyze it from a rhetorical perspective.

4. Thursday 1/4 13.15-16.00
12A226

Group presentations of ads analyzed.

Remember that in presenting your analyses, you move from being a rhetorician to being a rhetor, that is from analyzing rhetorical texts to performing a rhetorical text. Your presentation should therefore be as convincing as possible. Make sure that each person of your group takes part in the oral presentation, and that each one of you speaks for roughly the same length of time.
For session 1

9/11 speech by President George W Bush

Good evening. Today, our fellow citizens, our way of life, our very freedom came under attack in a series of deliberate and deadly terrorist acts. The victims were in airplanes, or in their offices; secretaries, businessmen and women, military and federal workers; moms and dads, friends and neighbors. Thousands of lives were suddenly ended by evil, despicable acts of terror.

The pictures of airplanes flying into buildings, fires burning, huge structures collapsing, have filled us with disbelief, terrible sadness, and a quiet, unyielding anger. These acts of mass murder were intended to frighten our nation into chaos and retreat. But they have failed; our country is strong.

A great people has been moved to defend a great nation. Terrorist attacks can shake the foundations of our biggest buildings, but they cannot touch the foundation of America. These acts shattered steel, but they cannot dent the steel of American resolve. America was targeted for attack because we're the brightest beacon for freedom and opportunity in the world. And no one will keep that light from shining.

Today, our nation saw evil, the very worst of human nature. And we responded with the best of America -- with the daring of our rescue workers, with the caring for strangers and neighbors who came to give blood and help in any way they could.

Immediately following the first attack, I implemented our government's emergency response plans. Our military is powerful, and it's prepared. Our emergency teams are working in New York City and Washington, D.C. to help with local rescue efforts. Our first priority is to get help to those who have been injured, and to take every precaution to protect our citizens at home and around the world from further attacks. The functions of our government continue without interruption. Federal agencies in Washington which had to be evacuated today are reopening for essential personnel
tonight, and will be open for business tomorrow. Our financial institutions remain strong, and the American economy will be open for business, as well.

The search is underway for those who are behind these evil acts. I've directed the full resources of our intelligence and law enforcement communities to find those responsible and to bring them to justice. We will make no distinction between the terrorists who committed these acts and those who harbor them.

I appreciate so very much the members of Congress who have joined me in strongly condemning these attacks. And on behalf of the American people, I thank the many world leaders who have called to offer their condolences and assistance.

America and our friends and allies join with all those who want peace and security in the world, and we stand together to win the war against terrorism. Tonight, I ask for your prayers for all those who grieve, for the children whose worlds have been shattered, for all whose sense of safety and security has been threatened. And I pray they will be comforted by a power greater than any of us, spoken through the ages in Psalm 23: "Even though I walk through the valley of the shadow of death, I fear no evil, for You are with me."

This is a day when all Americans from every walk of life unite in our resolve for justice and peace. America has stood down enemies before, and we will do so this time. None of us will ever forget this day. Yet, we go forward to defend freedom and all that is good and just in our world.

Thank you. Good night. And God bless America.

You can watch the speech here:
http://www.youtube.com/watch?v=YMiqEUBux3o
**For session 2**

**A very short list of tropes and figures**

**Trope:** The use of a word, phrase, or image in a way not intended by its normal signification.

**Scheme:** A change in standard word order or pattern.

Tropes and schemes are collectively known as **figures of speech**. The following is a short list of some of the most common figures of speech. I have selected figures that politicians and pundits use often—especially schemes of repetition and word order, which convey authority.

**Alliteration:** Repetition of the same letter or sound within nearby words. Most often, repeated initial consonants. Example: "*Why not waste a wild weekend at Westmore Water Park?*

**Anaphora:** A scheme in which the same word or phrase is repeated at the beginning of successive phrases, clauses, or sentences. Example: "I will fight for you. I will fight to save Social Security. I will fight to raise the minimum wage."

**Anastrophe:** A scheme in which normal word order is changed for emphasis. Example: "Ask not what your country can do for you; ask what you can do for your country."

**Antithesis:** A scheme that makes use of contrasting words, phrases, sentences, or ideas for emphasis (generally used in parallel grammatical structures). Example: "Americans in need are not strangers, they are citizens, not problems, but priorities."

**Apostrophe:** A scheme in which a person or an abstract quality is directly addressed, whether present or not. Example: "Freedom! You are a beguiling mistress."

**Chiasmus:** A scheme which involves the repetition of words, in successive clauses, in reverse grammatical order. Example: "'Ask not what your country can do for you; ask what you can do for your country.' —John F. Kennedy

**Epistrophe:** A scheme in which the same word is repeated at the end of successive phrases, clauses, or sentences. Example: "I believe we should fight for justice. You believe we should fight for justice. How can we not, then, fight for justice?"

**Hyperbole:** A trope composed of exaggerated words or ideals used for emphasis and not to be taken literally. Example: "I've told you a million times not to call me a liar!"

**Irony:** A trope in which a word or phrase is used to mean the opposite of its literal meaning. Example: "I just love scrubbing the floor."

**Litotes:** A trope in which one makes a deliberate understatement for emphasis. Example: Young lovers are kissing and an observer says: "I think they like each other."
**Metaphor:** A trope in which a word or phrase is transferred from its literal meaning to stand for something else. Unlike a simile, in which something is said to be "like" something else, a metaphor says something is something else. Example: "Debt is a bottomless sea."

**Metonymy:** A trope that substitutes an associated word for one that is meant. Example: Using "top brass" to refer to military officers.

**Oxymoron:** A trope that connects two contradictory terms. Example: “Bill is a cheerful pessimist.”

**Paralipsis:** Stating and drawing attention to something in the very act of pretending to pass it over. A kind of irony. Example. "It would be unseemly for me to dwell on Senator Kennedy's drinking problem, and too many have already sensationalized his womanizing...”

**Periphrasis:** A trope in which one substitutes a descriptive word or phrase for a proper noun. Example: “The big man upstairs hears your prayers.”

**Personification:** A trope in which human qualities or abilities are assigned to abstractions or inanimate objects. Example: “Integrity thumbs its nose at pomposity.”

**Pun:** A play on words in which a homophone is repeated but used in a different sense. Examples: “She was always game for any game.”

**Rhetorical Question:** A trope in which the one asks a leading question. Example: "With all the violence on TV today, is it any wonder kids bring guns to school?"

**Simile:** A trope in which one states a comparison between two things that are not alike but have similarities. Unlike metaphors, similes employ "like" or "as." Example: "Her eyes are as blue as a robin's egg."

**Synecdoche:** A trope in which a part stands for the whole. Example: “Tom just bought a fancy new set of wheels.”

**Zeugma:** A trope in which one verb governs several words, or clauses, each in a different sense. Example: “He stiffened his drink and his spine.”

If you want to find out more about tropes and figures, check out the Silva Rhetorica website, which lists more than 90 entries under the letter "A" alone... See: [http://humanities.byu.edu/rhetoric/silva.htm](http://humanities.byu.edu/rhetoric/silva.htm)
For session 2

I Have a Dream, Martin Luther King, Aug 28, 1963
Five score years ago, a great American, in whose symbolic shadow we stand signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of captivity.

But one hundred years later, we must face the tragic fact that the Negro is still not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languishing in the corners of American society and finds himself an exile in his own land. So we have come here today to dramatize an appalling condition.

In a sense we have come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men would be guaranteed the inalienable rights of life, liberty, and the pursuit of happiness.

It is obvious today that America has defaulted on this promissory note insofar as her citizens of colour are concerned. Instead of honouring this sacred obligation, America has given the Negro people a bad check which has come back marked "insufficient funds." But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. So we have come to cash this check -- a check that will give us upon demand the riches of freedom and the security of justice. We have also come to this hallowed spot to remind America of the fierce urgency of now. This is no time to engage in the luxury of cooling off or to take the tranquilising drug of gradualism. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to open the doors of opportunity to all of God's children. Now is the time to lift our nation from the quick-sands of racial injustice to the solid rock of brotherhood.

It would be fatal for the nation to overlook the urgency of the moment and to underestimate the determination of the Negro. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end, but a beginning. Those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. There will be neither rest nor tranquillity in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges. But there is something that I must say to my people who stand on the warm threshold which leads into the palace of justice. In the process of gaining our rightful place we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by
drinking from the cup of bitterness and hatred.

We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force. The marvellous new militancy which has engulfed the Negro community must not lead us to distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny and their freedom is inextricably bound to our freedom. We cannot walk alone. And as we walk, we must make the pledge that we shall march ahead. We cannot turn back. There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the Negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied, and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.

I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow cells. Some of you have come from areas where your quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive. Go back to Mississippi, go back to Alabama, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed. Let us not wallow in the valley of despair. I say to you today, my friends, that in spite of the difficulties and frustrations of the moment, I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal."
I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave-owners will be able to sit down together at a table of brotherhood. I have a dream that one day even the state of Mississippi, a desert state, sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.
I have a dream today.
I have a dream that one day the state of Alabama, whose governor's lips are presently dripping with the words of interposition and nullification, will be transformed into a situation where little black boys and black girls will be able to join hands with little white boys and white girls and walk together as sisters and brothers.
I have a dream today.
I have a dream that one day every valley shall be exalted, every hill and mountain shall
be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.
This is our hope. This is the faith with which I return to the South. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

This will be the day when all of God's children will be able to sing with a new meaning, "My country, 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the pilgrim's pride, from every mountainside, let freedom ring."
And if America is to be a great nation this must become true. So let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania! Let freedom ring from the snow-capped Rockies of Colorado! Let freedom ring from the curvaceous peaks of California! But not only that; let freedom ring from Stone Mountain of Georgia! Let freedom ring from Lookout Mountain of Tennessee! Let freedom ring from every hill and every molehill of Mississippi. From every mountainside, let freedom ring.

When we let freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last! free at last! thank God Almighty, we are free at last!"
For session 3

The Gettysburg Address, by Abraham Lincoln

Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated can long endure. We are met on a great battlefield of that war.

We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead who struggled here have consecrated it far above our poor power to add or detract.

The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us the living rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us - that from these honoured dead we take increased devotion to that cause for which they gave the last full measure of devotion - that we here highly resolve that these dead shall not have died in vain, that this nation under God shall have a new birth of freedom, and that government of the people, by the people, for the people shall not perish from the earth.

Nov 19, 1863
For session 3

**On the Discovery of Radium**, by Marie Curie

I could tell you many things about radium and radioactivity and it would take a long time. But as we can not do that, I shall only give you a short account of my early work about radium. Radium is no more a baby, it is more than twenty years old, but the conditions of the discovery were somewhat peculiar, and so it is always of interest to remember them and to explain them.

We must go back to the year 1897. Professor Curie and I worked at that time in the laboratory of the school of Physics and Chemistry where Professor Curie held his lectures. I was engaged in some work on uranium rays which had been discovered two years before by Professor Becquerel.

I spent some time in studying the way of making good measurements of the uranium rays, and then I wanted to know if there were other elements, giving out rays of the same kind. So I took up a work about all known elements, and their compounds and found that uranium compounds are active and also all thorium compounds, but other elements were not found active, nor were their compounds. As for the uranium and thorium compounds, I found that they were active in proportion to their uranium or thorium content. The more uranium or thorium, the greater the activity, the activity being an atomic property of the elements, uranium and thorium.

Then I took up measurements of minerals and I found that several of those which contain uranium or thorium or both were active. But then the activity was not what I could expect, it was greater than for uranium or thorium compounds like the oxides which are almost entirely composed of these elements.

Then I thought that there should be in the minerals some unknown element having a much greater radioactivity than uranium or thorium. And I wanted to find and to separate that element, and I settled to that work with Professor Curie. We thought it would be done in several weeks or months, but it was not so. It took many years of hard work to finish that task. There was not one new element, there were several of them. But the most important is radium, which could be separated in a pure state.

Now, the special interest of radium is in the intensity of its rays which several million times greater than the uranium rays. And the effects of the rays make the radium so important. If we take a practical point of view, then the most important property of the rays is the production of physiological effects on the cells of the human organism. These effects may be used for the cure of several diseases. Good results have been obtained in many cases. What is considered particularly important is the treatment of cancer. The medical utilization of radium makes it necessary to get that element in sufficient quantities. And so a factory of radium was started to begin with in France, and later in America where a big quantity of ore named carnotite is available. America does produce
many grams of radium every year, but the price is still very high because the quantity of radium contained in the ore is so small. The radium is more than a hundred thousand times dearer than gold.

But we must not forget that when radium was discovered no one knew that it would prove useful in hospitals. The work was one of pure science. And this is a proof that scientific work must not be considered from the point of view of the direct usefulness of it. It must be done for itself, for the beauty of science, and then there is always the chance that a scientific discovery may become like the radium a benefit for humanity.

The scientific history of radium is beautiful. The properties of the rays have been studied very closely. We know that particles are expelled from radium with a very great velocity near to that of the light. We know that the atoms of radium are destroyed by expulsion of these particles, some of which are atoms of helium. And in that way it has been proved that the radioactive elements are constantly disintegrating and that they produce at the end ordinary elements, principally helium and lead. That is, as you see, a theory of transformation of atoms which are not stable, as was believed before, but may undergo spontaneous changes.

Radium is not alone in having these properties. Many having other radio-elements are known already, the polonium, the mesothorium, the radiothorium, the actinium. We know also radioactive gases, named emanations. There is a great variety of substances and effects in radioactivity. There is always a vast field left to experimentation and I hope that we may have some beautiful progress in the following years. It is my earnest desire that some of you should carry on this scientific work and keep for your ambition the determination to make a permanent contribution to science.

Vassar College in Poughkeepsie, NY - May 14, 1921
For session 3

Remarks on becoming Prime Minister, by Margaret Thatcher

Question
How do you feel at this moment?

Mrs. Thatcher

Very excited, very aware of the responsibilities. Her Majesty The Queen has asked me to form a new administration and I have accepted. It is, of course, the greatest honour that can come to any citizen in a democracy. (Cheering) I know full well the responsibilities that await me as I enter the door of No. 10 and I'll strive unceasingly to try to fulfil the trust and confidence that the British people have placed in me and the things in which I believe. And I would just like to remember some words of St. Francis of Assisi which I think are really just particularly apt at the moment. ‘Where there is discord, may we bring harmony. Where there is error, may we bring truth. Where there is doubt, may we bring faith. And where there is despair, may we bring hope’ … .[fo 1] … . and to all the British people—howsoever they voted—may I say this. Now that the Election is over, may we get together and strive to serve and strengthen the country of which we're so proud to be a part. [Interruption "Prime Minister … ."] And finally, one last thing: in the words of Airey Neave whom we had hoped to bring here with us, ‘There is now work to be done’.

1979 May 4

Watch it: http://www.youtube.com/watch?v=PaejPMk5R4g (Speech begins at 9.00)
For session 4

Analyze the ad your group has settled on from a rhetorical perspective: What is it trying to convince us of? How could one formulate the thesis of the ad (remember that a thesis can be implicit as well as explicit)? What are the connotations of the picture? What audience is it targeting? How can we tell? Some things you may want to think about:

Inventio
Ask yourselves: what is the message? The target audience? The medium? How is message adapted to audience and medium? What kind of arguments are employed? Head? Heart? To what extent does the ad make use of logos, ethos, pathos? In short, try to make use of the seven questions for generating an argument:

What is the message?
Who is the audience?
Why are they targeted? How is message adapted to audience and medium?
Where is the ad published? How is message adapted to audience and medium?
When was the ad published?
How does the ad try to persuade? Logos, ethos, pathos?
With what arguments does it try to persuade? Head? Heart?

You could also use these questions to highlight how the character, or ethos, of the brand is built up:

What is the brand associated with?
Who is the brand associated with?
Why are these things associated with the brand?
Where is the ad published? Does that tell us anything about the brand?
When is the ad published? Does that tell us anything about the brand?
How is the image of the brand built up? Logos, ethos, pathos?
With what arguments is the image of the brand built up? Head? Heart?

Dispositio
Try to make use of the classic disposition of a speech (exordium, narratio, propositio, argumentatio, and peroratio) to explicate the functional order of the ad!

Elocutio

Consider the style of the ad? Is it serious? Comical? Ironical? How can you tell? In what way does the chosen stylistic mode strengthen the thesis of the ad?

What stylistic devices does the ad use to persuade? Slogans, punchlines, puns? Other verbal effects? What are their function?

Remember that images and pictures can function like tropes and figures just as words can!