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Class 1

The concept of rhetorical situation was studied during the previous session of class. This concept consists, according to **Bitzer**, on three aspects: exigence, audience, and constraints. Rhetoric is known as situational and is related with the expression. During the session, the breakout rooms were the space where we shared our ideas and discussed the Bitzer six general features that are: the existence of a need for rhetorical discourse, an appropriate response, the response will be inherent in the situation, actual and tangible structure, and a life span.

Class 2

During the last session of class we discussed Freud's lecture II. We came with the concepts of isolation, projection and displacement which conform the defense mechanism found in the unconscious, where the resistance and repression are located too, this is related with "A Rose for Emily" by William Faulkner, a book that illustrates the life of Emily Grierson, a girl with psychological disorders that seem to be related to her unnatural attachment to her father. As it was already mentioned, repression, in my opinion is the main concept that connects this too lectures analyzed before because just like it was mentioned during class, it wants to prevent conscious part of ego from experiencing anxiety and it distress memories, feelings or thoughts, usually it involves childhood memories just like it happened to Emily Grierson. In the

discussion groups we conclude that repression identified by Freud in the first lecture can be one of the reasons why Emily was behaving in a defensive way and impulsive manner.