

UNIT OF STUDY 2

Title: An Introduction to Rhetoric 2 Length: Two Weeks Unit one Topic: Elements of Rhetoric		Subject/Course: AP English Lang/Comp Grade: 11 Designer: Sheryl Murtha	
UNIT GOALS AND EXPECTATIONS			
Important Concepts: Rhetoric is persuasion. Understanding and Using rhetorical skills is necessary to your life Elements of rhetoric are employed in all types of media Rhetorical skills are necessary for speaking and writing		ESSENTIAL QUESTIONS: What is the meaning of rhetoric? How do rhetorical skills relate to an individual's life? Where do we see rhetoric in the media? What rhetorical skills will you need in the AP class? What is a writer's task involving rhetoric? Who uses rhetoric? Why do people use rhetoric? How does rhetoric affect people?	
STUDENT LEARNING EXPECTATIONS: Ongoing writing strategies W.5.11.1 Use effective rhetorical techniques and demonstrate understanding of purpose, speaker, audience, and form when completing persuasive writing assignments. W.5.11.2 Write expository compositions, including analytical essays and research reports that assemble and convey evidence in support of the thesis, make distinctions between the relative value and significance of data, facts, and ideas, employ visual W.5.11.3 Write using rhetorical strategies with special emphasis on argumentation/persuasion that demonstrate logic		W.5.11.4 Write persuasive compositions that use logic to structure ideas and arguments-clarify and defend positions with precise and relevant evidence-use specific rhetorical devices to support assertions W.5.11.7 Write responses to literature that articulate the significant ideas of literary works; support important ideas and viewpoints, etc. W.7.11.3 Apply such elements of discourse as purpose, speaker, audience, and form when completing narrative, expository, persuasive, or descriptive writing assignments R.10. 11.18 Read a variety of literary and content prose R.10.11.21 Use literary terms to critique a work	
SPECIFIC DECLARATIVE KNOWLEDGE-What I know Define rhetoric Identify the elements of rhetoric Understand the interaction among subject, speaker, and audience. Understand rhetorical appeals: ethos, logos, pathos Understand how context relates to appeals Understand the elements of visual rhetoric Understand the classical model: the 5-part structure for speech Understand patterns of development Understand the writer's task in relation to rhetoric		SPECIFIC PROCEDURAL KNOWLEDGE-What I need to do Locate examples of ethos, pathos, and logos in works of non-fiction Locate appeals in non-fiction Read for understanding of the rhetorical triangle. Locate subject, speaker and audience in a visual Write in response to a letter that uses rhetorical appeals. Use the appeals in your own writing. Read to consider the rhetorical effectiveness of various short texts. Learn to annotate	

Understand the purpose and value of rhetoric	
UNIT ASSESSMENTS (Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)	
<p>Write paragraph demonstrating understanding of the effectiveness of Albert Einstein's letter to Phyllis Wright. (9)</p> <p>Write a response to a cartoon or other visual demonstrating understanding of how rhetorical is used visually</p> <p>Given a series of paragraphs (use paragraphs from UCA instructor's galley copy of book), identify in writing which pattern of development is used in each.</p> <p>Response log: Discuss the purpose of four texts related to the death of Princess Diana (28)</p> <p>Cartoon analysis</p>	
<p>Traditional Assessments:</p> <p>Test over rhetorical terms—Locate use of terms in an article</p> <p>SLE's</p>	<p>Other Evidence of Learning:</p> <p>Textual annotations using sticky notes, response journals, and /or dialectical journals</p> <p>Occasional quick-check of journals</p> <p>Participation grade for cartoon.</p>

ACTIVITIES AND LEARNING EXPERIENCES	Resources
<p>Unite information: This is a unit that introduces the terms and skills that AP students will need for the entire school year and for the year-end AP exam. Students will understand the rhetorical terms, how these terms are used in non-fiction, and how they will use them in their own writing.</p> <p>Overview of the text The Language of Composition by Renee Shea, Lawrence Scanlon, Dissin Aufses. Teacher and students will examine together the format of the text and discuss any problems that the text features presents.</p> <p>Students will be assigned groups rotating once a quarter and referred to as "houses." house given a literary name. Houses will work together throughout the year</p> <p>The unit itself will begin by watching a video of a speech by Lou Gehrig (bedfordst.martins.com/languageofcomp). Students will listen to the speech and then read it silently a second time, followed by a class discussion of context, purpose, thesis (claim, assertion), and subject i.e. how Gehrig employs these devices in his speech. Students will note these devices and their definitions in a section labeled Rhetorical Terms. (3-ring binder)</p> <p>Using the interrupted reading method, students and teacher will read aloud the section on Appeals. (Teacher will interrupt at intervals to ask students to write about their thinking after a section is read. Class discussion on these writings will follow).</p> <p>Introduce annotating : (sticky notes, double-entry or dialectical journal, in-text). Model annotations from teacher's own notes and from examples on the Internet (Smart Board)</p> <p>Students will read on their own the article (6) "We Can Afford to Give Parents a Break." Annotate the article using their choice of annotation type.</p>	<p>The Language of Composition</p> <p>Sticky Notes</p> <p>Dialectical Journals</p> <p>Internet annotations of a non-fiction piece</p> <p>Smart Board</p> <p>On-line speech</p>

