

9-11-2009

# Rhetoric in the Real World [11th grade]

Sarah Berce  
Trinity University

Follow this and additional works at: [http://digitalcommons.trinity.edu/educ\\_understandings](http://digitalcommons.trinity.edu/educ_understandings)



Part of the [Secondary Education and Teaching Commons](#)

---

## Repository Citation

Berce, Sarah, "Rhetoric in the Real World [11th grade]" (2009). *Understanding by Design: Complete Collection*. 100.  
[http://digitalcommons.trinity.edu/educ\\_understandings/100](http://digitalcommons.trinity.edu/educ_understandings/100)

This Instructional Material is brought to you for free and open access by the Understanding by Design at Digital Commons @ Trinity. For more information about this unie, please contact the author(s): . For information about the series, including permissions, please contact the administrator: [jcostanz@trinity.edu](mailto:jcostanz@trinity.edu).

# UNDERSTANDING BY DESIGN

## Unit Cover Page

Unit Title: Rhetoric in the Real World

Grade Level: 11th

Subject/Topic Area(s): American Literature

Designed By: Sarah Berce

Time Frame: 6-8 weeks

School District: Northside ISD

School: John Marshall High School

School Address and Phone: 8000 Lobo Lane  
San Antonio, TX 78240  
210-397-7100

### **Brief Summary of Unit:**

This unit is designed to help students think critically about the world. Students, especially with the increasing role of technology in our world, are exposed to persuasive messages in various capacities everyday. The class will read, analyze, and respond to several real world sources including persuasive speeches, position papers, advertisements, commercials, political campaigns, newspaper articles, and pictures. Through these sources and accompanying activities, students will discover the effects of advertising and the means to effectively persuade. After reading, exploring, and analyzing various sources, students will work creatively to design a shoe and an accompanying advertisement campaign. Then, they will critically respond to sources through a persuasive research paper in which they develop their own position on the effects of advertising. Students will come to understand that rhetoric acts as a universal and timeless tool to persuade and share arguments through various media. In addition, they will discover that rhetorical strategies and devices effectively, but sometimes deceptively, strengthen the impact of an argument on the intended audience.

**Unit: Rhetorical Analysis and Persuasive Writing**

**Grade: 11<sup>th</sup>**

**Stage 1: Desired Results**

**Understandings**

*Students will understand that...*

- Rhetoric acts as a universal and timeless tool to persuade and share arguments through various media.
- Rhetorical strategies and rhetorical devices effectively, but sometimes deceptively, strengthen the impact of an argument on the intended audience.

**Essential Questions**

How have people, both in our past and present, successfully brought about change through persuasion?

How can we most effectively challenge current ways of thinking and bring positive change to our world?

How can we evaluate, interpret, and dissect information in our world to determine our own thoughts and opinions?

What is the effect of advertising in our world?

**Knowledge**

*Students will know...*

- Rhetorical Devices
- The purpose and function of using rhetorical devices in both writing and other media.
- Close Reading and Annotation Strategies
- The process for incorporating and citing sources
- The possible effects of advertising on our world

**Skills**

*Students will be able to...*

- Read, analyze, and interpret meaning of rhetorical literature and speeches (both contemporary and historical).
  - Use close reading strategies and annotation techniques
- Recognize intended meaning and rhetorical devices in other persuasive media (advertising, political campaigns, etc...).
- Interpret articles that support the claim that advertising acts as propaganda and prosperity.
- Develop their own persuasive message or thesis using rhetorical devices.

**TEKS/Content Standards (using 2009-2010 TEKS):**

1.A, 1.B, 1.C, 1.E, 2.A, 2.C, 6, 7, 8, 9.A, 9.B, 9.C, 9.D, 10.A, 10.B, 12.A, 12.B, 12.C, 12.D, 13.A, 13.B, 13.C, 13.D, 13.E, 15.Ai-vi, 15.Ci-v, 15.D, 16.A, 16.B, 16.C, 16.D, 16.E, 16.F, 17.A, 17.B, 18, 19, 20.A, 20.B, 21.A, 21.B, 21.C, 22.A, 22.B, 22.C, 23.A, 23.B, 23.C, 23.D, 23.E, 24.A, 24.B , 25, 26

## Stage 2: Assessment Evidence

### Performance Tasks (*See Attached*):

**Performance Task #1:** In groups of four or five, students will develop an advertising campaign for a shoe product. They may develop an advertisement using multimedia software (PowerPoint, Animoto, and/or Audacity) or create a print advertisement. They must include rhetorical devices, an explanation of the rhetorical devices that they used, and a visual. Students will also complete a self assessment and peer assessment. The complete performance assessment is attached at the end of this unit.

**Performance Task #2:** Students will write a persuasive paper using the resources that we read and discussed in class. They will answer the following prompt:

That advertising plays a huge role in society is readily apparent to anyone who watches television, listens to radio, reads newspapers, uses the Internet, or simply looks at billboards on streets and buses. Advertising has fierce critics as well as staunch advocates. Critics claim that advertisement is propaganda, while advocates counter that advertising fosters free trade and promotes prosperity. What do you think are the effects of advertising? Develop a well-written essay in which you establish your position on this issue. Utilize the sources that we have read in class to support your claim.

**This prompt is from a released AP Synthesis Question, which examines the effects of advertising. Some AP Synthesis sources will be used as examples of rhetoric and reflection on advertising throughout the unit. Therefore, students will use these resources to argue their point. Not only will students demonstrate their ability to use rhetorical devices to persuade, they will also reflect upon the effects of advertising through developing their own opinion. The complete performance assessment is attached at the end of this unit as well as a link to the released AP test is also attached.**

### Other evidence:

- Rhetorical Devices Quiz
- Annotation of Famous Speeches
- Annotation of Articles on Advertising
- Writer's Notebook Journal Entries
- Think-Pair-Share
- Gallery Walk
- Advertisement Analysis Paper
- Big Board Group Work
- Stations
- Four Corners
- Comprehension Questions
- Say Something Cards
- Writing Process (prewriting, drafting, revising, editing)

### Stage 3: Learning Activities

*(Steps taken to get students to answer Stage 1 questions and complete performance task)*

**Day One:** The teacher will present the essential questions and performance assessments informally on the board. Students will write a persuasive letter to an administrator at Marshall sharing his/her position on a school related issue (cell phone usage, off campus lunch, requirements for graduation, etc...). While this is a journal entry, students should write as if they were sharing their thoughts directly with the administrator. After the students complete the writing component, they will pair and share the methods that they used to best persuade. The class will create a list that will go on the board. Later in the unit, we will define the methods with academic terminology.

- Assessment: Writer's Notebook, Think-Pair-Share
- Essential Questions: How have people, both in our past and present, successfully brought about change through persuasion? How can we most effectively challenge current ways of thinking and bring positive change to our world?

**Day Two:** Students will participate in a gallery walk including several different print advertisements. The teacher will explain that there is more than one mode in which we are exposed to persuasion or rhetoric; one way is through advertising. The class will define rhetoric. Students will add to the list of methods of persuasion on the board based on the advertisements. Students will also explore advertising appeals (bandwagon, snob appeal, sex appeal, stereotyping, out of context quotations, half truth, euphoria, elements of humor, etc...)

- Assessment: Gallery Walk Reflection
- Essential Questions: How have people, both in our past and present, successfully brought about change through persuasion? How can we evaluate, interpret, and dissect information in our world to determine our own thoughts and opinions? What is the effect of advertising in our world?

**Day Three:** The class will define the methods of persuasion using academic terminology. Teacher will fill in any missing terms. Students will document these academic terms in their writer's notebooks using a foldable. For homework or at the end of class, students will choose a print advertisement from yesterday or choose another advertisement from a magazine, newspaper, or other print source and identify the appeals used (logos, pathos, and ethos) and the message or theme of the advertisement. The advertisements will be posted around the classroom tomorrow to reference throughout the unit.

- Assessment: Writer's Notebook Rhetoric Notes and Foldable
- Essential Questions: How have people, both in our past and present, successfully brought about change through persuasion? How can we most effectively challenge current ways of thinking and bring positive change to our world? How can we evaluate, interpret, and dissect information in our world to determine our own thoughts and opinions?

**Day Four and Five:** Students will work through stations that provide examples of rhetoric (television advertising/infomercials, political campaigns, World War II posters, everyday informal conversation, Week in pictures- using persuasion through visuals). Students will complete an accompanying handout in which they will document their comprehension of each

example, the rhetorical devices used, and the effectiveness of the rhetorical devices. The handout is attached.

- Assessment: Stations Worksheet and Response
- Essential Questions: How have people, both in our past and present, successfully brought about change through persuasion? How can we evaluate, interpret, and dissect information in our world to determine our own thoughts and opinions? What is the effect of advertising in our world?

**Day Six:** Class will begin with a review game for the rhetoric vocabulary quiz. Each student will receive a card with a rhetoric term and other definition. The students will each share the definition on their card and wait for another student to answer with the term. Students will have a quiz tomorrow on these terms. After the review game, students will choose between three persuasive speeches to annotate for rhetorical devices and the message or thesis of the speeches. Their choices are John F. Kennedy's Inaugural Address, Mary Fisher's "A Whisper of Aids," and Martin Luther King's "I Have a Dream." They will summarize each paragraph, highlight the thesis, and label rhetorical devices used. While students will work in groups for the assignment, they will each annotate their own copy of the speech.

- Assessment: Vocabulary Game, Speech Annotation
- Essential Questions: How have people, both in our past and present, successfully brought about change through persuasion? How can we evaluate, interpret, and dissect information in our world to determine our own thoughts and opinions?

**Day Seven:** Students will take a matching rhetoric terms quiz. Students will continue to work on annotating the speeches from day seven.

- Assessment: Vocabulary Quiz, Speech Annotation
- Essential Questions: How have people, both in our past and present, successfully brought about change through persuasion? How can we evaluate, interpret, and dissect information in our world to determine our own thoughts and opinions?

**Day Eight:** Students will turn in their annotated speeches when complete. Students will discuss the effectiveness of each of the articles through the use of rhetorical devices. Then, students will begin an exercise from [americanrhetoric.com](http://americanrhetoric.com) that examines the effect of tone and diction. This website offers two accounts of an NBA game in which Dennis Rodman was ejected. In groups, students will read each of the accounts and use a Venn Diagram to show the similarities and differences between word choice, tone, and content. The class will discuss the difference between fact and opinion and the manipulation of facts to share opinion. Then, they will write their own account of the incident using creative diction to create another tone.

- Assessment: Venn Diagram, Creative Writing: Dennis Rodman Incident
- Essential Questions: How have people, both in our past and present, successfully brought about change through persuasion? How can we evaluate, interpret, and dissect information in our world to determine our own thoughts and opinions?

**Day Nine and Ten:** Students will read Patrick Henry's "Speech in the Virginia Convention." Students will answer a few comprehension questions, discuss tone and diction in a particular excerpt, and then create a war poster to express Henry's beliefs.

- Assessment: Patrick Henry Comprehension Questions, War Poster

- Essential Questions: How have people, both in our past and present, successfully brought about change through persuasion?

**Day Eleven:** Today, students will read a persuasive article on the effects of Facebook and compare it to Henry’s speech. This article, along with other articles on the topic of social networking, comes from *America Now: Short Readings from Recent Periodicals*. Before reading, students will participate in a four corners activity to determine their position on some pros and cons of Facebook (or any other social networking site). Issues will include security/privacy, networking, distraction/productivity, resource for information, etc... Then students will begin reading the article, “The Facebook Addiction Spreads” by Angela Adair Fowler.

- Assessment: Four Corners
- Essential Questions: How have people, both in our past and present, successfully brought about change through persuasion? How can we most effectively challenge current ways of thinking and bring positive change to our world? How can we evaluate, interpret, and dissect information in our world to determine our own thoughts and opinions?

**Day Twelve:** After reading, students will discuss the power of tone and word choice by analyzing and annotating an excerpt for tone, diction, and other rhetorical devices. Students will also discuss the strategies used to reach the intended audience and the thesis of the article (Is the article balanced or bias?) In this excerpt, the author, Angela Adair Fowler, uses the analogy and extended metaphor of disease to describe Facebook. As a class, students will discuss this writing strategy through a close reading strategy.

- Assessment: Annotation (Close Reading)
- Essential Questions: How have people, both in our past and present, successfully brought about change through persuasion? How can we evaluate, interpret, and dissect information in our world to determine our own thoughts and opinions?

**Day Thirteen:** The teacher will explain that advertising, like social networking, has positive and negative attributes in our world. The teacher will remind students of one of the essential questions. What are the effects of advertising in our world? The teacher will also remind students that they will formulate their own position on the issue in the form of a persuasive research paper later. Students will glue in the first article of study from the 2007 free-response synthesis question on the AP test. This excerpt from *Advertising: Information or Manipulation* by Nancy Day offers a balanced approach to discovering the effects of advertising. In groups, students will highlight (in two different colors) the two opposing viewpoints of advertising. Students will write the summary of the article and take notes in the side margins on vocabulary, rhetorical devices, etc... using the Say Something reading strategy.

- Assessment: Say Something and Close Reading: Annotation
- Essential Questions: What are the effects of advertising in our world?

**Day Fourteen:** The teacher will reintroduce the performance task- to design a shoe and its marketing campaign. The class will read the rubric, and the teacher will assign groups. Students will begin the planning stages of their project.

- Essential Questions: How can we most effectively challenge current ways of thinking and bring positive change to our world? What is the effect of advertising in our world?

**Day Fifteen:** The teacher will remind students of the essential questions especially to reflect upon the effects of advertising. Students will read another article from the AP Synthesis question, Maria Culpa's lecture, "Advertising Gets Another Bum Rap." Students will glue the article into their writer's notebooks. They will write a summary of the article, whether or not the article is balanced or bias, highlight the text, and take notes in the margin. Students will also respond with their opinion. Do you agree or disagree that advertising is education? For the remainder of class, students will work on their shoes and marketing campaign.

- Assessment: Close Reading: Annotation
- Essential Questions: What is the effect of advertising in our world? How can we most effectively challenge current ways of thinking and bring positive change to the world? How can we evaluate, interpret, and dissect information in our world to determine our own thoughts and opinions?

**Day Sixteen:** Students will read another article from the AP Synthesis question, Jeffrey Schrank's "Deception Detection." In their groups, students will read the article, write the summary, determine if it is bias or balanced, highlight the text, and take notes in the margins. The groups will also informally relate the three articles we have read to their own shoe projects and to their own experience of advertising.

- Assessment: Close Reading: Annotation
- Essential Questions: What is the effect of advertising in our world? How can we most effectively challenge current ways of thinking and bring positive change to the world? How can we evaluate, interpret, and dissect information in our world to determine our own thoughts and opinions?

**Day Seventeen:** Students will continue to work on their shoe projects. The teacher will check in with the groups for understanding, time management, etc... Students will also complete an exit slip called "Guns and Roses" which will write the parts of the project that they are proud of and the part of the project that they are struggling with. By the end of today, they should have a good grasp of what their shoe will encompass (characteristics, the "look" of the shoe, name/brand, intended audience, and price). In the coming days, students should focus on the advertising campaign.

- Essential Questions: How can we most effectively challenge current ways of thinking and bring positive change to the world?

**Day Eighteen and Nineteen:** Students will continue to work on their projects. Each day, the teacher will informally assess their projects. On these days, students will also grade each other's projects using the project rubric as a pre-assessment strategy.

- Essential Questions: How can we most effectively challenge current ways of thinking and bring positive change to the world?

**Day Twenty and Twenty-One:** Students will present their projects group by group at the front of the room. They will share their shoe (the visual and characteristics) and then reveal their advertising campaign. Students will display their projects, complete a self assessment, and finish with a peer evaluation.

- Essential Questions: How can we most effectively challenge current ways of thinking

and bring positive change to the world?

**Day Twenty-Two:** Students will read the fourth AP Synthesis question source, “Cigarettes” by Eric H. Shaw and Stuart Alan. The teacher will read the article in its entirety. Then, students will read again and highlight the text, underline, summarize, take notes in the margin, and write if the article is balanced or bias. Lastly, students will pick three quotations and complete a dialectal notebook or Cornell Notes. They will write the quotations in the left column and write their opinion or reaction in the right column.

- Assessment: Close Reading: Annotation, Dialectal Notebook
- Essential Questions: What is the effect of advertising in our world? How can we evaluate, interpret, and dissect information in our world to determine our own thoughts and opinions?

**Day Twenty-Three:** Students will read the last AP Synthesis question article, “Exercise Your Moral Judgement Through the Way You Buy,” by Renato K. Sesana. The class will discuss the article, highlight, summarize, write if the article is bias or balanced, and take notes in the margins.

- Assessment: Close Reading: Annotation
- Essential Questions: What is the effect of advertising in our world? How can we evaluate, interpret, and dissect information in our world to determine our own thoughts and opinions?

**Day Twenty-Four:** The teacher will present the second performance assessment- the research paper. The class will read the prompt and then make a list of both positive and negative effects of advertising in groups on the big boards. Students will then choose whether they will prove that advertising brings prosperity or that advertising acts as propaganda. The teacher will present the definition of a thesis as a road map, and students will create a working thesis.

- Assessment: Thesis Development, Big Board Brainstorming
- Essential Questions: What is the effect of advertising in our world?

**Day Twenty-Five, Twenty-Six, and Twenty-Seven:** Students will review the articles, advertisements, and other sources that we have explored throughout this unit. The teacher will explain the purpose of an outline: to organize ideas. Students will use the big board brainstorming (pros and cons of advertising) and their theses to create an outline. Their outline must show support to the thesis through the use of quotations. While students are working on their outlines, the teacher will check the completion of the reading (highlighting, summaries, bias/balanced, notes in the margin, etc.) for a grade.

- Assessment: Big Board Brainstorming, Outline
- Essential Questions: What is the effect of advertising in our world?

**Day Twenty-Eight and Twenty-Nine:** Students will complete a rough draft of their persuasive paper using their outline as a guide.

- Assessment: Rough Draft
- Essential Questions: What is the effect of advertising in our world?

**Day Thirty:** Students will revise their papers and add rhetorical devices to improve the

effectiveness of their argument. The second draft is due tomorrow with revising complete.

- Assessment: Revising Worksheet
- Essential Questions: What is the effect of advertising in our world? How can we most effectively challenge current ways of thinking and bring positive change to our world?

**Day Thirty-One and Thirty-Two:** Students will peer editing each other's papers. Students may begin the final draft (due at the beginning of Day Thirty-Three).

- Assessment: Final Draft
- Essential Questions: What is the effect of advertising in our world? How can we most effectively challenge current ways of thinking and bring positive change to our world?

## Advertising Project

In groups of four, you and your advertising team will create a shoe and an advertising campaign for your product. Follow the directions below to create your shoe. At the end of the project, the class will choose the best shoe and advertising campaign.

- Who is the target audience?
- What are the characteristics of the shoe?
- What will the shoe look like?
- How should you market the shoe to bring in maximum profit?
  - Shoe name or brand
  - Price
  - Advertising campaign ideas
    - What theme and slogan will you use to sell the shoe?
    - How will you pitch your ideas to the class?
    - What rhetorical devices will you use to market the shoe?

Once your group has developed a shoe, you need to compile a presentation showcasing the shoe and your advertising campaign. Your presentation should include the following:

- An advertising commercial or print advertisement including the following:
  - Graphics/Pictures/Visual
  - Words, slogans/catch phrases, and theme
  - Shoe name
  - Price
  - Any other special characteristics of the shoe
- Advertising Campaign Rationale that answer the following questions:
  - What rhetorical devices are included in the advertisement?
  - What is the function of the rhetorical devices used? How do the rhetorical devices impact the message of your advertisement?

- Who is the target audience, and how does the shoe appeal to the target audience?
- What is the main appeal in your campaign? What logical fallacies do you use in your campaign?

You should work collaboratively and cohesively to polish the finished project. You should each work as an integral part of this project by acting as one of the following leaders.

- **Photographer/Videographer/Artist:** You will create the visual for the commercial or print advertisement. You need to consider how to incorporate rhetorical devices into the campaign's visual.
- **Recorder/Writer:** You will document notes throughout your group's discussion and then write the finalized advertising campaign rationale.
- **Researcher/Investigator:** You will help the recorder document the rhetorical devices used in the advertisement. You will also ensure that your group has met all requirements based on the rubric. Lastly, you will ensure that your final project (the shoe) does appeal to your target audience or consumer.
- **Facilitator/Encourager and Spokesperson:** You will keep your group on task, meet with each group member to monitor his/her progress, and present your group's project to the class. You will also act as the student-teacher liaison.

Your contribution to the group will be assessed using both a self-evaluation and peer evaluation.

## Rubric

	<i>Superb</i>	<i>Decent</i>	<i>Almost There</i>	<i>Absent</i>
<i>Shoe and Advertisement Presentation (15)</i>	<p>*Each group member participates in the presentation by sharing different facets of the product.</p> <p>*Group members explain the product in detail.</p> <p>*Group members explain the rationale behind the advertising campaign including the target audience, theme, slogan, rhetorical devices, and appeals.</p> <p>*The group is organized, articulate, and confident in the presentation.</p>	<p>*Most group members participate in the presentation by sharing different facets of the product.</p> <p>*Group members explain the product.</p> <p>*Group members explain the rationale behind the advertising campaign including the target audience, theme, slogan, rhetorical devices, and appeals.</p> <p>*The group is mostly organized, articulate, and confident in the presentation.</p>	<p>*Some group members participate in the presentation by sharing different facets of the product.</p> <p>*Group members explain the product briefly.</p> <p>*Group members explain the rationale behind the advertising campaign touching on some, but not all of the following: target audience, theme, slogan, rhetorical devices, and appeals.</p> <p>*The group is not fully prepared and organized.</p>	<p>*One or two group members dominate in the presentation.</p> <p>*Group members do not explain the product.</p> <p>*Group members do not explain the rationale behind the advertising campaign including the target audience, theme, slogan, rhetorical devices, and appeals.</p> <p>*The group is not organized, articulate, and confident in the presentation at all.</p>
<i>Creativity of the Shoe (15)</i>	<p>*The group created an impressive and unique product that reflects thoughtful consideration about audience and purpose.</p> <p>*The shoe reflects hard work and collaboration among group members.</p>	<p>*The group created an impressive and unique product that mostly reflects thoughtful consideration about audience and purpose.</p> <p>*The shoe reflects hard work and collaboration among group members.</p>	<p>*The group creates a product that mostly somewhat reflects consideration about audience and purpose.</p> <p>*The shoe does not reflect hard work and collaboration among group members.</p>	<p>*The group creates a product that does not reflect consideration about audience and purpose.</p> <p>*The shoe does not reflect hard work and collaboration among group members.</p>
<i>Shoe Information and Characteristics (10)</i>	<p>*The group discusses (in the presentation) and writes (in the rationale) the characteristics of the shoe, the shoe name, the target audience, and the price.</p>	<p>*The group discusses (in the presentation) and writes (in the rationale) some of the following: characteristics of the shoe, the shoe name, the target audience, and the price.</p>	<p>*The group discusses (in the presentation) or writes (in the rationale) of a few of the following: characteristics of the shoe, the shoe name, the target audience, and the price.</p>	<p>*The group does not develop the characteristics of the shoe, the shoe name, the target audience, and the price.</p>
<i>Advertising Campaign Rationale (20)</i>	<p>*The group compiles a thorough rationale behind their advertising campaign. Their rationale includes: all rhetorical devices used, the specific function of the rhetorical devices,</p>	<p>*The group compiles a rationale behind their advertising campaign. Their rationale includes: all rhetorical devices used, the specific function of the rhetorical devices, the target audience,</p>	<p>*The group compiles a brief rationale behind their advertising campaign. Their rationale includes some of the following: rhetorical devices used, the specific function of</p>	<p>*The group does not complete a rationale behind their advertising campaign.</p>

	the target audience, why the shoe appeals to the target audience, and all other appeals used in the advertisement. The rationale is focused and organized.	why the shoe appeals to the target audience, and all other appeals used in the advertisement. The rationale is somewhat focused and organized.	the rhetorical devices, the target audience, why the shoe appeals to the target audience, and all other appeals used in the advertisement.	
<i>Visual (15)</i>	*The group creates a multimedia commercial that creatively includes pictures/video, words, a slogan, theme, or catch phrase, the shoe name, the price, and special characteristics of the shoe. The commercial reflects rhetorical strategies to persuade.	*The group creates a print advertisement or commercial that creatively includes pictures/video, words, a slogan, theme, or catch phrase, the shoe name, the price, and special characteristics of the shoe. The commercial somewhat reflects rhetorical strategies to persuade.	*The group creates a print advertisement or commercial that includes some of the following requirements: pictures/video, words, a slogan, theme, or catch phrase, the shoe name, the price, and special characteristics of the shoe. The commercial somewhat reflects rhetorical strategies to persuade.	*The group does not include a visual. OR *The group creates a print advertisement or commercial that does not include pictures/video, words, a slogan, theme, or catch phrase, the shoe name, the price, and special characteristics of the shoe. The commercial does not reflect any rhetorical strategies to persuade.
<i>Self-Evaluation (10)</i>	*You assessed yourself as working hard, fully mastering the concept of rhetoric, and positively contributing to the success of the project.	*You assessed yourself as working hard on the project, mastering the concept of rhetoric for the most part, and contributing to success of the project.	*You assessed yourself as working a little on the project, still working on mastering the concept of rhetoric, and somewhat contributing to success of the project.	*You assessed yourself as not working on the project, not mastering the concept of rhetoric, and not contributing to success of the project.
<i>Peer Evaluation (15)</i>	*Your group members assessed you as working hard, fully mastering the concept of rhetoric, and positively contributing to the success of the project.	*Your group members assessed you as working hard on the project, mastering the concept of rhetoric for the most part, and contributing to success of the project.	*Your group members assessed you as working a little on the project, still working on mastering the concept of rhetoric, and somewhat contributing to success of the project.	*Your group members assessed you as not working on the project, not mastering the concept of rhetoric, and not contributing to success of the project.

## Research Paper:

\*Sources and prompts taken from AP Synthesis Question

[http://www.collegeboard.com/prod\\_downloads/ap/students/english/ap07\\_eng\\_lang\\_frq.pdf](http://www.collegeboard.com/prod_downloads/ap/students/english/ap07_eng_lang_frq.pdf)

Prompt: That advertising plays a huge role in society is readily apparent to anyone who watches television, listens to radio, reads newspapers, uses the Internet, or simply looks at billboards on streets and buses. Advertising has fierce critics as well as staunch advocates. Critics claim that advertisement is propaganda, while advocates counter that advertising fosters free trade and promotes prosperity. What do you think are the effects of advertising? Develop a well-written essay in which you establish your position on this issue. Utilize the sources that we have read in class to support your claim.

As a class, we will complete the writing process:

- Develop a position on the effects of advertising.
- Brainstorm both positive and negative effects of advertising.
- Create a roadmap thesis.
- Create an outline in which you prove your position on the effects of advertising using sources read in class.
- Write a rough draft of your paper.
- Revise and edit your paper.
- Write a final draft
- Reflect on the project.

Your final draft will be graded using the following rubric.

## *Rubric:*

### **Content:**

- Successful blending of research information and analysis—both research and personal voice or commentary are evident, well elaborated with examples, details, striking insight and in-depth understanding of topic (30 pts)
- Use of internal or parenthetical citation, direct quotations, and indirect quotations or paraphrasing from sources as relevant to thesis statement and main ideas. (15 pts)
- Strong Thesis Statement showing critical analysis is underlined in paper, paper supports thesis statement (20 pts)
- Use of Transition sentences and topic sentences between paragraphs, paper has a flow or connects (20 pts)
- Strong Introduction and Conclusion (15 pts)

Content Grade \_\_\_\_\_

### **Structure/Organization:**

- Turned in Outline which includes thesis (15 pts)
- Turned in rough drafts show clear editing effort (25 pts)
- Neatness of Final Draft/Typed Final Draft (10 pts)
- Bibliography in proper MLA format and at least three sources used in paper and listed in Bibliography (25 pts)
- One page commentary that explains what you have learned through this project and your research experience (25 points)

Structure Grade: \_\_\_\_\_

### **Grammar/Mechanics:**

- Varied Sentence Structure with no fragments or run-ons (15 pts)
- Spelling Errors and punctuation errors are not present (35 pts)
- Academic word Choice/syntax which cannot include slang and bad words (35 pts)
- Eliminated To Be verbs in introduction, thesis, and topic sentences (15 pts)

Grammar/Mechanics Grade: \_\_\_\_\_

Rhetoric Stations (Days 4 and 5)

Name \_\_\_\_\_

**Station #1**

*I Wanna Iguana*

Answer the following questions after reading the book.

<b>Arguments/Reasons for getting an iguana</b>	<b>Order argument appears in the book</b>	<b>Ranked from strongest argument to weakest argument (in your opinion)</b>
1.		
2.		
3.		

4. How do you think that the order of arguments or reasons in the book helps Alex get an iguana?

5. What other strategies does Alex use to persuade his mom?



**Station #3**

**World War II Posters**

<http://americanhistory.si.edu/victory/index.htm>

**Answer the following questions after viewing each of the war posters.**

9. According to this website, what did these posters help to do?
  
  
  
  
  
  
  
  
  
  
10. With television, radio, and billboards as alternative means to persuade, why were posters used?
  
  
  
  
  
  
  
  
  
  
11. Which poster do you think is the most persuasive? Why? Discuss colors, organization, symbols, etc...

**Station #4**

**MSNBC's "Week in Pictures"**

12. Pick one picture to analyze. Write down which picture you choose. What is the persuasive message in this picture?

13. How is the photographer able to convey this message?

14. Do you agree or disagree that a picture speaks louder than words? Explain.

**Station #5**  
**Magic Bullet Paid Programming**

15. After watching the clip, do you want to buy the magic bullet? Why or why not?

16. What makes this paid programming convincing (or not)?

17. Think about HSN, the home shopping network. There is a lot of information posted on the television: the price of the item, how many have sold, how much time is left, etc.... Why might these features help sell the item.

**Station #6**

*Letters from a Nut*

**Read the handouts; then answer the questions.**

18. How is Ted Nancy, the author, able to convince his audience of his cause?

19. Which letter do you think is the most convincing? Explain.

20. How do the companies write back? Do the companies uphold their reputations and professionalism? Why or why not?