

RHETORIC IN THE ARGUMENTATIVE ESSAY

CREATING AN OUTLINE

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Overview	UNIT OF STUDY- ARGUMENTATIVE ESSAY
	Pre-Writing Strategies :: Historical context, background & rhetorical terms
	CONTEXT WITHIN UNIT
	This lesson introduces students to rhetoric in argumentation and the fundamental skill in writing courses and critical thinking. This also places rhetoric in a historical context and underscores writing as an intentional and creative process. It contains materials that can be used throughout the semester and year.
	1.1 THRU 1.5

Instructor and students read through the lesson together in class. The rest of the materials, especially the attached 1.1 Worksheet , 1.3 Worksheet (fillable pdf), and 1.4 Handout/Worksheet Rhetorical Terms in Arguments can be reviewed as needed, depending on student understanding while 1.5 delayed until after 1st draft is created. **Bolded** items offer moments or opportunities for in-class discussion and/or writing. Lesson formulated as a 90 minute session but may take more than a single class meeting to complete. It is advisable to implement this lesson as a kickoff to a larger writing project where the outline becomes a full blown essay. The “Keynotes” listed below serve as highlights for deeper discussion and serve as a model to form a claim in the 1.3 fillable worksheet.

Definitions	OBJECTIVES DERIVED FROM THE FOLLOWING DIRECTIVE:	
	“Using the rhetorical appeals of ethos, pathos, and logos, help students create an outline that supports a particular claim about a recent social or political topic.”	
	After completing this lesson, students should:	
	1) have a general working definition of the rhetorical situation, 2) understand the meaning of rhetorical appeals, their form and function as they relate to the argumentative process, 3) understand the expectations and organization of an argumentative essay including basic outlines as well as fundamentals such as thesis/claim, and 4) have working knowledge on selecting a controversial topic as their essay’s focus.	
	ASSESSMENT	

Submative assessment may be delayed until the first draft of the essay is due for peer and instructor review. The worksheets may be used as daily high school class grades for producing in-class writing and homework at instructor’s discretion.

TEXAS STANDARDS (TEKS) /CCSS	KEY POINTS FOR DISCUSSION
This lesson addresses the language arts requirements listed in Chapter 110.C of the TEKS, especially those noted in §110.53 and §110.54 (pages 59-62).	* Rhetorical studies is about the ‘production of understanding and the reduction of misunderstanding,’ which may require revising our zero-sum, winner-takes all view of the purposes of argumentation and its implications in a civil polite society. Argumentation in the modern rhetorical discipline retains its classical persuasive elements (most rhetorical devices have Greek roots) but is better considered a process of mutual inquiry and active listening. * Students should learn that a <i>rhetor</i> is anyone who creates an argument, either visual, verbal, musical, etc. And they are now rhetoricians. * Students should note why "fair and formal" are important as stated in the CCSS objectives (attached).

L e s s o n C y c l e	OPENING	10 minutes	MATERIALS
	1) Go over Objectives 2) As Do Now or Icebreaker, ask students to recall their favorite Superbowl Commercial and what made it special for them. Watch a brief video on the best Superbowl commercials and discuss. Discussion should lead to listing how and why commercials appeal to us. Possible answer: funny, graphics, celebrities, entertaining.		Best Superbowl Commercials 1.1 Worksheet (attached) 1.2 Introductory video
	INTRODUCTION OF NEW MATERIAL	20 minutes	
	1) Distribute the 1.1 Worksheet I- Rhetoric in the Argumentative Essay. Read through the handout as a class and allow time to formulate a 5 to 10 sentence response. Establish what students know. Ask students to write a brief paragraph summarizing their understanding of what the assignment asks them to do. Sharing their responses with each other is a good idea to arrive at a single, stable working definition of the assignment. 2) Introduce Rhetoric & the rhetorical situation (triangle) in the 1.2 video The five-paragraph model may be used, but it is important to allow the function of the argumentative essay to lead the format. Regardless of the form, the writer incorporates rhetorical appeals to persuade the audience; it is essential to note that formal writing avoids personal opinion and, by association, the first person pov. 3) Distribute 1.3 Claims & Methods Read through the entire assignment as a class. Thesis Statement as Argumentative Claim Argumentative essays usually follow one of the three formats:		1.3 Worksheet II (fillable) 1.4 Argumentation Terms (attached) 1.5 Peer Review-follow up to draft CCSS
	<ul style="list-style-type: none"> ● The Toulmin model includes an introduction, which generally houses a thesis/claim and follows up with evidence to support that claim. This style of essay also includes rebuttals of counterarguments. ● The Rogerian model analyzes two sides of an argument and concludes after weighing the strengths and weaknesses of each. ● The Classical model is the oldest version attributed to Aristotle. 		
	GUIDED PRACTICE	20 minutes	
	The goal is for students to understand persuasion as the collection of language choices intentionally utilized for specific purposes. Analysis, then, is the ‘retro-engineering’ of an argument to discern and describe why a rhetor (that is, someone who creates an argument) made various rhetorical choices given the situation in which they are arguing, and the audience to whom they are arguing. Distribute/assign Worksheet 1.3 . and walk through with students asking them to fill the worksheet with their options. Ask them to think of their favorite topics and how t formulate a debatable claim. The Rhetorical <i>Terms in Argumentsation</i> 1.4 is a good companion handout, offering deeper explanation of the various elements. Verify that students understand the assignment’s general expectations. Beforehand, it is probably useful to review the assignment’s goals and expectations aswell as the prompt. in 1.1 As noted bolded words are good cause for discussion		
	INDEPENDENT PRACTICE	30 minutes	
	Assign the outline as part of class work however, it can be given as out-of-class work, but it is advised to still share together as part of in-class discussion. After submitting their outline ask them to use 1.5 as Peer review assignment		
	CLOSING	10 minutes	
	Remind students that they will study the three appeals more thoroughly in coming weeks. When reviewing their understanding of the assignment, be sure that they are acknowledging the first three ‘key points’ noted above. If not, you may want to remind them of these challenges/expectations.		

HELPFUL RESOURCES:
<p>Purdue Owl Andrea Lunsford's <i>Everything is an Argument</i> paulperezjimenez.com</p>

Name: _____

1.1 Exercise/Handout

Rhetoric in the Argumentative Essay

What is it?
What does *it* do?
What am *I* doing?

Those are good questions, important questions to ask as you begin any writing project. And a good first step to beginning the process of writing anything is to summarize in a short paragraph (five, six sentences or so) your understanding of what you are being asked to do when you are faced with the following prompt.

*Write an essay in which you fairly, accurately, and with plenty of textual evidence identify a controversy, state an argument, and support it with **rhetorical strategies**.*

What exactly is asked of you? And...

- ✓ What is the purpose of an argumentative essay, as you understand it? What does it do, do you think?
- ✓ What qualities separate a strong essay from a weaker one?
- ✓ Why is it a helpful or valuable type of essay to learn how to write?
- ✓ How will you go about it? What is the process involved?
- ✓ What seems challenging and confusing about it? What does the word **rhetoric** mean in *rhetorical strategies*?
- ✓ Or, what potential trouble do you anticipate as you work on your essay?

The more seriously you take this summary exercise, the easier it will be when you actually begin drafting your essay/outline. You will have a cleaner, clearer sense of what you are doing, and will probably do it more efficiently and effectively. The best, most helpful summaries will address all of the questions posed above.

1.3 Worksheet (fillable)

1.4 Handout/Worksheet

Rhetorical Terms in Arguments

In order to formulate an argumentative essay, you will need to know the terms listed below, which allow you to break down an argument into its constituent elements. These definitions are basic versions of potentially more complicated rhetorical elements.

1. Central Claim: In the most basic sense, a *claim* is simply a statement asserting a belief, value, and opinion: in other words, asserting a particular way of looking at the world, or some specific aspect of it. It is a position taken on particular issues and ideas. The *central* claim of an argument is the main statement (or statements) the writer is trying to prove. Claims can be stated explicitly at the beginning, but often they are implicitly implied throughout the essay.

2. Reasons: Reasons are also claims, but they function to support and to justify a central claim. Reasons are usually preceded by the word “because.” Good reasons are a kind of *logos* appeal.

3. Evidence: Evidence consists of all the material a writer uses to prove the value, even truth, of their reasons. Evidence includes things like records, first-hand observations, expert testimony, statistics, logic and probability, common sense, etc. Evidence is a kind of *logos* appeal.

4. Counterarguments: Writers include counterarguments in their own arguments in order to anticipate objections that readers might have. Writers must first state the counterargument, then make any necessary concessions, then offer their own rebuttal. Counterarguments can be a kind of *logos* appeal, and they can also increase the *ethos* (see #5 below) of the writer, since they illustrate the writer’s knowledge and fairness.

5. Appeals to Ethos: Any strategy a writer uses to come across as knowledgeable, credible, well intentioned, honest, and ethical. What we think of a writer, e.g., Do we like them? Do we trust them? Do they seem like a good person?, is determined by the *ethos* the writer establishes. *Ethos* appeals are concerned with a writer’s character or the message's credibility.

6. Appeals to Pathos: Any strategy a writer uses to appeal to readers’ emotions, values, beliefs, and imagination. Whereas terms 1-4 above describe the logical structure of an argument (appeals to our heads), *pathos* invokes our non-logical side (appeals to our hearts).

7. Intended Audience: The intended audience is that audience the writer wants to ‘reach’ with their argument. Reaching the audience can mean trying either to inform or persuade them, though in both cases the writer is trying to modify the position of the audience (see #1 above), either by giving them a perspective that they did not previously possess, or by getting them to change a perspective that they already possess. *Telos* is a term used by Aristotle to refer to the full potential or inherent purpose or objective of a person or thing, similar to the notion of an ‘end goal’ or ‘raison d’être.’

Writers employ all the previous rhetorical terms to reach the audience. However, it is essential to note that the specific ways they employ them will change depending on specific audience.

8. Rhetorical Situation: The rhetorical situation or *kairos* is the ‘climate’ surrounding an argument. What is known (or not known) about an issue, what most people already think about a problem, the predisposition people have about the problem, the previous ways an issue has been discussed and debated, the size and scope of the issue, the relationship between issues, etc. are all part of the rhetorical situation. Rhetorical situations often influence what arguments writers make, the arguments are made, and to whom they are made. Analysts can research the rhetorical situation in which an argument was created as ‘context’ to describe more accurately the intention and strategies of the writer.

Student Name: _____ Peer Reviewer Name: _____

1.5 Worksheet
(to be completed after 1st Draft of Essay as Peer Review)

1. Audience

Who is the intended audience for this argument?
(To whom is the writer directing her/his comments?)

What (where) in the text makes you think that?

2. Argument

What is the writer trying to convince his/her audience to believe, do, etc.?

What (where) in the text makes you think that?

3. Ethos

How does the writer establish her/his credibility to the audience?

Write down specific words and phrases that you think help establish the writer's credibility and explain how you feel they help. Put an 'E' in the margins wherever you see this happening.

4. Pathos

What emotions/values does the writer's argument bring up in his/her audience?

Write down some specific words or phrases that elicit an emotion:

Writer's Words	Emotion These Words Create

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5. Logos

Write down at least two examples where the writer gives her/his audience a *reason* to believe the argument:

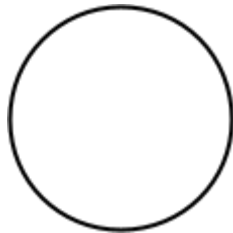
Are there other places in his/her speech where the writer uses a *chain of claims* to give reasons for the argument? Put an 'L' in the margins of the argument wherever you see this happening.

6. Appeals

Think about the writer's appeals to *ethos*, *pathos*, and *logos* that you just explored.

Does s/he seem to use one of these strategies more frequently than another to make the argument?

If you had to represent the amount of the writer's argument s/he makes with *ethos*, *pathos*, and *logos* in a pie chart, what would it look like? Be sure to label each portion E, P, and L.



Why do you think the writer's pie chart looks the way it does? Why did s/he configure the appeals the way s/he did, relying on some more than others?

Now think about the writer's audience again. How did that intended audience affect these decisions?

7. Counterarguments

Does the writer acknowledge any counterarguments in her/his argument? If so, what are they?
Put a 'C-A' in the margins of the writer's argument wherever you see this happening.