

<p><b>Course: Introduction to College Writing</b></p> <p><b>Unit #/ Unit Name: Rhetorical Analysis, Style, and Usage</b></p>	<p><b>Year of Implementation: 2019-2020</b></p>
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<p style="text-align: center;"><b>Stage One - Desired Results</b></p>	
<p><b>Link(s) to New Jersey Student Learning Standards for this course:</b></p> <p>New Jersey Student Learning Standards for English Language Arts  <a href="http://www.nj.gov/education/cccs/2016/ela/g1112.pdf">http://www.nj.gov/education/cccs/2016/ela/g1112.pdf</a></p>	
<p><b>Unit Standards:</b></p> <p>NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone

**Transfer Goal(s): Students will be able to independently use their learning to...**

Students will be able to independently apply their understanding of grammar in their writing and oral communication.  
Students will be able to independently evaluate their understanding of rhetorical strategies in literature and media, as well as their own writing.

*Enduring Understandings*

Students will understand that. . .

EU 1

- writers use a variety of rhetorical techniques [classic persuasive appeals (ethos, pathos, logos); organization; tone; diction; syntax; etc.] to engage and persuade readers.

EU 2

- accurate grammar, mechanics and structure are important to the final essay because they guide readers through the text to help avoid confusion.

EU 3

- effective writers consider the Aristotelian Triangle—the interaction among the subject (purpose), audience (reader), and speaker (writer).

*Essential Questions*

EU 1

- why do writers use specific rhetorical techniques to achieve their purposes?

EU 2

- how do grammar and mechanics affect clarity of ideas?
- how do grammar and mechanics relate to credibility?
- why is it important to write a rough draft?
- how do I identify a well-organized, developed essay?

EU 3

- what are the writer's responsibilities, in considering audience and purpose, before drafting a paper?
- how does identifying and taking careful consideration of the audience help a writer?

*Knowledge*

Students will know. . .

EU 1

- specific rhetorical strategies (persuasive appeals, organization, tone, diction, syntax, etc.—see appendix) and their purposes.
- the vocabulary of rhetoric.
- the steps needed for proper and thorough analysis.

EU 2

- the definition of purpose in rhetoric.

*Skills*

Students will be able to. . .

EU 1

- identify the various elements of rhetorical analysis and how they relate to the author's purpose.
- annotate a passage for rhetorical devices.
- explain how an author appeals to his intended audience.

EU 2

- identify and explain an author's purpose in a rhetorical analysis.

- proper versus improper organization of sentences, paragraphs, and essays.
- the effective techniques/process to correct and improve drafts.
- the value of effective feedback.

EU 3

- the basic conventions of Standard English grammar.
- proofreading and correction revision symbols.
- the value of concision and precision in writing.

- organize their writing.
- use the writing process to revise and edit a piece.
- evaluate a peer's writing, focusing specifically on rhetoric and grammar.

EU 3

- explain how Standard English grammar and mechanics affect credibility and clarity.
- apply Standard English grammar to their writing.
- recognize an editor's revision symbols and make relevant corrections.
- create concise arguments.

## Stage Two - Assessment

### Other Evidence:

- Quiz on major rhetorical terms/devices (persuasive appeals, tropes, and schemes).
- Teacher observation of students working on annotating passages.
- Teacher conferences with students about their rhetorical analysis essays.
- Assess understanding through analysis of peer-reviewed essays using Google Docs' share function or TurnItIn's [Feedback Studio](#).

## Stage Three - Instruction

**Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.**

- Take notes on rhetorical strategies (A) (EU: 1, 2)
- Teacher modeling of rhetorical analysis (A) (EU: 1)
- Analyze common grammar mistakes using [NoRedInk](#) (A) (EU: 3)
- Evaluate whether an author achieves his/her purpose (M) (EU: 1,2,3)
- Critique essays and speeches for rhetorical strategies (M) (EU: 1,2)
- Evaluate sample essays that will serve as models of exemplary rhetorical analysis essays (M) (EU: 1,2,3)

- Self-assess a culminating piece of rhetorical analysis (M) (EU: 1,2,3)
- Create their own rhetorical analysis essays (T) (EU: 1,2,3)
- Student-led conference with instructor before turning in final draft (T) (EU: 1,2,3)
- Adjust final draft through revising and editing (T) (EU: 1,2,3)