

TOP 5

Most Difficult Concepts to Teach
in an AP® Language Course

...and how to conquer! ←

- #5 Teaching the rhetorical situation & identifying rhetorical choices
- #4 Writing for sophistication
- #3 Generating evidence & effective quote integrations
- #2 Providing and explaining commentary
- #1 A focus on line of reasoning

Presented by co-authors

Lauren Peterson



Timm Freitas



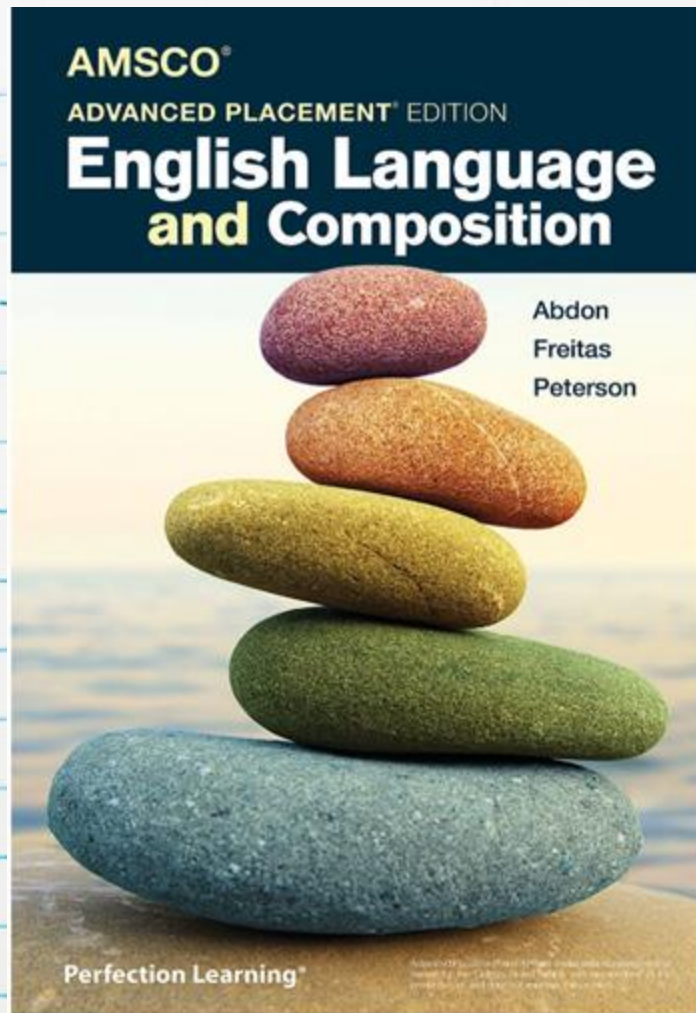
5. The Rhetorical Situation & Identifying Rhetorical Choices

4. Writing for Sophistication

3. Generating Evidence & Effective Quote Integration

2. Providing & Explaining Commentary

1. A Focus on Line of Reasoning



Challenge Area



- In the 21st century, it is often presented that the world revolves around you.
- People "like" your post; people subscribe to your channel; people follow you.

The Empathetic Question

If I were an audience member in this situation or circumstance, how would I need to be spoken to in order to respond (the way the speaker wants)?

Concrete versus Abstract

- Rhetoric is fundamentally concrete & abstract
- All elements of the rhetorical situation need to be evaluated in both concrete & abstract

RHETORICAL TERMS



RHETORIC

Using Language to Construct Meaning



Concrete



Abstract

RHETORICAL DEVICE

Anything a Speaker **USES** to Construct Meaning

(IT WILL BE A NOUN)

RHETORICAL CHOICE

Anything a Speaker **DOES** to Construct Meaning

(IT WILL BE A VERB)

PURPOSE

What the Audience is Supposed to Understand
and **Do** After Experiencing the Discourse.

The Garden of English



1.1 Elements of the Rhetorical Situation | RHS-1.A

UNIT 1-1.1: Elements of the Rhetorical Situation

The Rhetorical Situation



Whether a tweet, text, email, or essay, all written communication takes place in a rhetorical situation. The rhetorical situation of a text collectively refers to the audience, writer, context, and message. Writers determine what to say and how to say it based on their specific

Rhetorical Situation

The rhetorical situation is often described in the parlor metaphor (see Unit 1.1.2).

- **exigence** (the problem the essay or speech addresses; the impetus)
- **purpose** (the goals the writer or speaker wants to achieve)
- **audience** (receivers of the message who often have a variety of values and beliefs)
- **writer or speaker** (a unique voice with values and beliefs)
- **context** (the time, place, and occasion)
- **message** (the substance of the writer's or speaker's main points)



Figure 1-1

Based on this diagram, how would you describe the relationships among all of the parts of the rhetorical situation?



Remember: The rhetorical situation of a text collectively refers to the exigence, purpose, audience, writer, context, and message. (RHS-1.A)



A Leg up?

Turning Definitions into C+A Questions

- **context (A)**

- When was this argument generated?
- Where was this argument generated?
- What is social and cultural background that influences the creation of the argument?

- **exigence (C)**

- What has happened to make the speaker respond?

Context & Exigence

This organizer works for context as well:

Context is the cause of exigence; exigence is the cause for writing.

Think of exigence and writing as a cause and effect relationship.

The Exigence of Rhetoric



Figure 1-2

Turning Definitions into C+A Questions

- **writer or speaker (C & A)**

- Concrete: Who is literally speaking?
- Abstract: What character qualities does this speaker present? What does this speaker value? What constitutes his authority?

- **Audience (C&A)**

- Concrete: Who is literally listening? (name, age, location)
- Abstract: What are the collective character qualities of those listening? What type of people are they? What are their backgrounds? What are their values? What are their beliefs? What are their needs?

Turning Definitions into Questions

- **message (A)**

- What subject is the speaker actually discussing?
- What is the audience supposed to understand about the subject of the text?

- **purpose (C)**

- What should the audience do once they know the message?
- How should the audience respond once they know the message?

UNIT 1-1.1:
Elements of the Rhetorical Situation

The Rhetorical Situation



If these are the parts of the rhetorical situation, these are the questions that need to be asked to inspire evaluation of both the concrete and abstract - both for students as readers and for students as writers of their own arguments.

Accessing Existing Literacies



<https://ifaketextmessage.com/>

VERBS FOR RHETORICAL ANALYSIS

Methods of Development

Narration

Narrates
Chronicles
Recounts

Description

Describes
Depicts
Details

Exemplification

Exemplifies
Offers
Presents

Compare/Contrast

Compare
Contrast
Juxtapose
Likens

Class./Div.

Classifies
Divides
Categorizes
Characterizes

Definition

Defines
Identifies

Process Analysis

Initiates
Provides
Analyzes

Cause and Effect

Causes
Affects
Instigates
Influences

Classical Argument Structure

1. Web & Background

Creates
Initiates
Introduces
Illustrates

2. Partition

Presents
Develops
Claims
Segues

3. Confirmation

Confirms
Supports
Rationalizes

4. Refutation

Challenges
Refutes
Defends
Retorts

5. So What

Describes
Depicts
Details



Other Rad Verbs

Reasons	Evokes	Elicits
Implies	Addresses	
Provides	Distinguishes	
Demonstrates	Provokes	
Maintains	Repeats	
Focuses	Incites	Inspires
Ridicules	Opposes	
Assures	Excludes	Assumes
Speculates	Alludes	
Exposes	Sympathizes	Empathizes

Verbs for Rhetorical Analysis

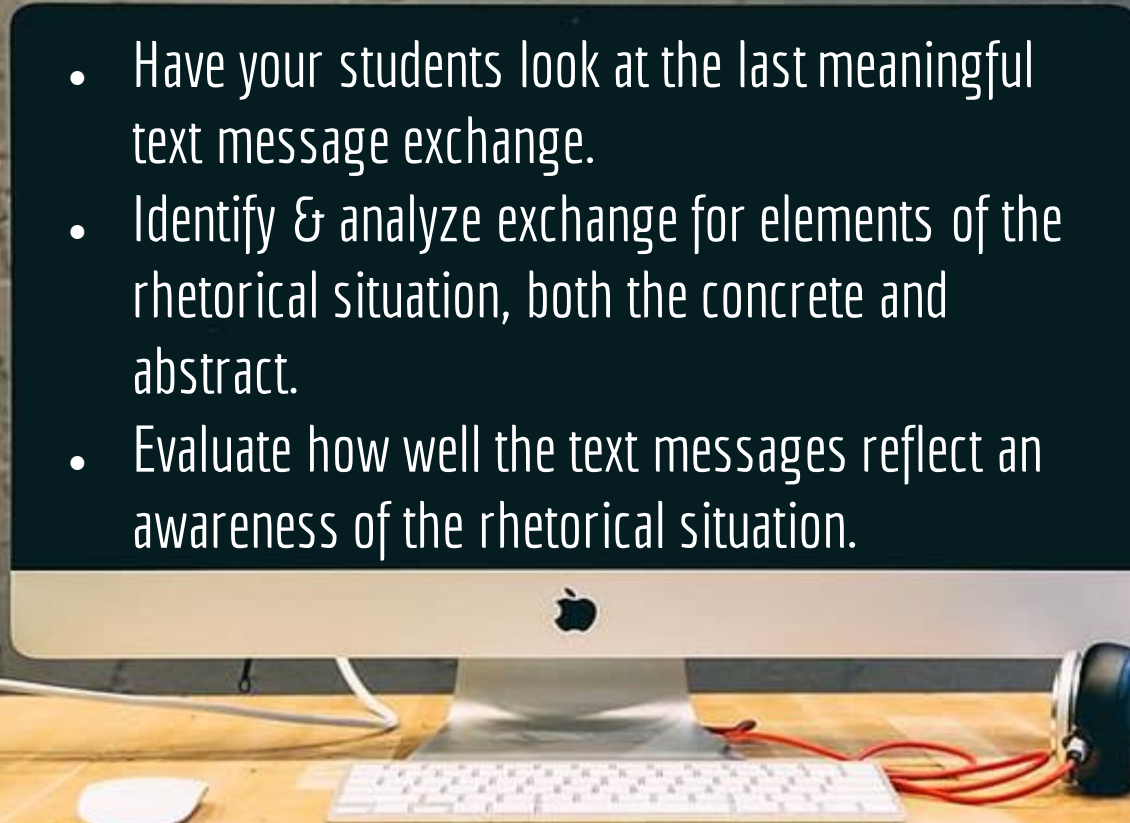
The book discusses the importance of diversifying verbs to help students focus on what the writer is doing.

The chart below provides an analysis of the student's rhetorical choices.

Evidence from Text Message	Rhetorical Choices <i>Concrete</i>	What the Writer Believes about the Mom's Back- ground, Values, Beliefs, Needs <i>Abstract</i>
I'm going over to Izzys house now— <u>her mom will be there.</u> . . Student does not mention <u>Izzy's "moms partying here w her friends"</u>	The student confirms the presence of an authority figure and omits questionable information.	Her mother values her daughter's safety, so the daughter chooses to state that Izzy's mom will be there. Mentioning the possibly lax supervision might mean the daughter would not be allowed to go to Izzy's.
. . .-be home <u>about 11. . .ok?</u>	The student offers a reasonable time frame or suggests a curfew and seeks her mom's approval.	Her mother values her daughter's safety and obedience.
[in response to "tell her mom i said hi"] - <u>k</u>	The student agrees to her mother's request.	Her mother values her daughter's responsibility and trust.

Accessing Existing Literacies

- Have your students look at the last meaningful text message exchange.
- Identify & analyze exchange for elements of the rhetorical situation, both the concrete and abstract.
- Evaluate how well the text messages reflect an awareness of the rhetorical situation.



1.2 Checkpoint

Close Reading: Professional Text

Review the speech by **Malala Yousafzai** on pages 53–55. Then complete the open response activities and answer the multiple-choice questions.

1. On separate paper, create a chart like the one below. Then fill in the chart by identifying the choices Yousafzai makes in her speech that help establish her character and/or credibility as a speaker as she appeals to ethos.

Textual Evidence	Rhetorical Choice: What is the writer doing?	Influence on Character/Credibility: How does this demonstrate her character or credibility?

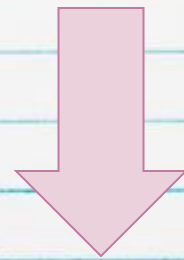
2. Next create a modified chart to analyze **Yousafzai's** appeals to pathos. Fill in the chart by identifying the choices Yousafzai makes in her speech that appeal to different emotions in her audience.

Textual Evidence	Rhetorical Choice: What is the writer doing?	Emotion(s) of Audience: What emotion does this inspire in her audience?

3. Which of the following best characterizes Yousafzai's primary mode of persuasion throughout the passage?

- (A) She confronts opponents and blatantly disparages their viewpoints.
- (B) She repeats the need for international relief in countries devastated by natural disasters.
- (C) She exposes the logical missteps of others.
- (D) She highlights her credibility by consistently referring to only her experience.
- (E) She empathizes with the audience by referencing common beliefs and experiences.

Notice the adaptability of the charts to scaffold through various literacies & complexities.



Textual Evidence	Rhetorical Choice What is the writer doing?	Is this related to character/ credibility, emotion, or logic?

1.2 Checkpoint

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Close Reading: Open Response Questions/Activities

1.

Textual Evidence	Choice What is the writer doing?	Influence on Character/Credibility How does this demonstrate her character or credibility?
"Today is it an honor for me to be speaking again after a long time. Being here with such honorable people is a great moment in my life and it is an honor for me that today I am wearing a shawl of the late Benazir Bhutto. I don't know where to begin my speech. I don't know what people would be expecting me to say, but first of all thank you to God for whom we all are equal and thank you to every person who has prayed for my fast recovery and new life."	She reflects on the privilege of her current position.	It highlights her humility and gratefulness.
"Dear friends, on 9 October 2012, the Taliban shot me on the left side of my forehead. They shot my friends, too."	She narrates her tragic experience.	It establishes her as a victim who has overcome oppression (makes her more credible through experience).
"Dear sisters and brothers, I am not against anyone. Neither am I here to speak in terms of personal revenge against the Taliban or any other terrorist group. I am here to speak for the right of education for every child."	She expresses her congenial attitude toward all humanity.	It emphasizes her courage to overcome terrible oppression and amplifies her kind nature.

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