

DEFINING AND DIFFERENTIATING GROUP PROJECT

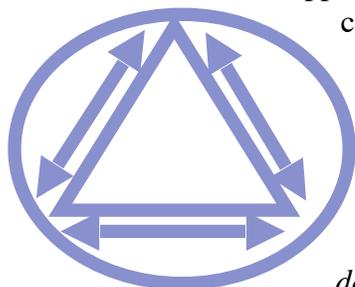
OBJECTIVE

Your overall objective requires employing your defining skills to instruct the rest of the class (your students) so that everyone understands what constitutes and differentiates rhetorical strategies, rhetoric's parts, and rhetorical devices. You must help your students differentiate amongst these three terms.

NOTE

Common misunderstanding: Students say that an author's rhetorical strategy is to appeal to pathos. NO! Pathos constitutes part of rhetoric, so it can't be a strategy to make rhetoric happen. If an author doesn't appeal to pathos, he hasn't written rhetoric.

What writing actions can a rhetor undertake to appeal to pathos? These actions can become a strategy, but a strategy must specify how the action achieves an aspect of rhetoric (such as the intention). Another common misunderstanding: Students say that a rhetorical question is a rhetorical strategy. NO! A rhetorical question constitutes a rhetorical *device*. How can a writer USE a rhetorical device to achieve his/her intention (or to create any aspect of rhetoric)? This usage can become a strategy.



REQUIREMENTS

You must...

1. Demonstrate all skills you learned in the Using Definition Presentation Movie
2. Effectively involve your "students" with hands-on learning that does NOT involve using the projector/screen (ie no PowerPoint/slide show instruction).
3. Define, clarify, and illustrate the parts of rhetoric.
4. Define, clarify, and illustrate "rhetorical strategies."
5. Define, clarify, and illustrate "rhetorical devices."



6. Explain how your students can *differentiate* rhetorical strategies from rhetoric's parts and from rhetorical devices. How can they phrase a strategy?
7. Pull examples from at least one of Unit 4's reading selections. Because you will think critically about the selections, using multiple selections will help you prepare for the test.
8. Complete your instruction within 14 minutes — that includes set-up and take-down.

REQUIRED ROLES

You must assign these roles. Create other roles necessary to fulfill the above requirements.

- **Leader**—Organizes activities, delegates responsibilities, manages time, assigns homework, undertakes duties necessary to fulfill requirements.
- **Three Instructors**—Teach and involve the students to fulfill the above objective.
- **Content Coordinators (Group determines number)**—Insure that your group can define and differentiate parts of rhetoric, rhetorical strategies, and rhetorical devices. Determine exactly what content you will impart to your students.
- **Creative Director**—Coordinates visual and hands-on aspects of instruction. Determines ways to enhance instruction to achieve the above objective.