

## Unit Plans for Textual Analysis

### Week Six

*Day 16: Monday, September 29*

#### **Learning Objectives:**

- Students will reflect on their writing processes
- Students will be introduced to Unit 2: Textual Rhetorical analysis

#### **Plans:**

1. Have the students share their reflection responses in groups (5 min.)
2. Discuss their responses as a class (3 min)
3. Explain that in the next major writing assignment students will need to write to analyze the rhetorical strategies of a text.
4. Introduce the Textual Rhetorical Analysis assignment sheet. (10 min.)
5. Questions?
6. Freewrite: How might what you learned about analyzing the rhetorical strategies used for your ads apply to the rhetoric in texts? How would your analysis differ? How would it be similar? (5 min.)
7. Open class discussion.
8. Review HW

*Day 17: Wednesday, October 1*

#### **Learning Objectives:**

- Students will practice reading strategies such as annotation and reading with and against the grain

#### **Plans:**

1. Begin by stating the connection between reading strategies and conversation/discussion, focusing on active participation \*link to past discussion about what makes a good group discussion
2. As we discussed on Monday, your goal is to analyze the author's rhetoric-how she/he gets their point across to the audience
3. Reading with and against the grain are good strategies to "get to know" a text. What are they?
4. One way to practice reading with/against the grain is with annotation strategies (class discussion takes about 4 minutes)

5. Ask the class what reading strategies they have used in the past; write on board (2 minutes)
6. Group activity: As a group, decide what active reading/annotation strategy (such as writing questions in the margins) you would like to use and practice this strategy while you re-read Mark Pagel's article. (10 minutes)
7. After re-reading and taking notes, discuss with your group member using the following questions below:
  - (1) Using this method, did you take more notes or fewer than you did when you first read the article?
  - (2) Look back at the HW responses you completed for today. Did your conception of Pagel's main idea change? Did you find that you changed your mind as a result of having taken notes in a new way? Or maybe you feel even more certain that your original opinions were correct now?
  - (3) Compare your notes to your group-members. Did you mark similar things in the essay, or did you mark different things?
  - (4) Does this method encourage you to read with the grain of the essay or against it?
  - (5) Did you discover anything new about the article by reading it this way?
  - (6) Did you become confused about anything new?
  - (7) What do you think the main benefit of annotating your reading this way is?
8. Mini group presentations: Each group should share what using their particular annotation strategy was like.
9. Review HW

*Day 18: Friday, October 3*

**Learning Objectives:**

- Students will practice rhetorical analysis and thesis generation with "30 little turtles"
- Students will also discuss their analysis of the sample rhetorical analysis

**Plans:**

1. Freewrite: Based on your reading, how would you describe "Reading Like a Writer?" (5 minutes)
2. In groups of 3-4, discuss responses to your homework about Bunn/Friedman/Malinowski. Which RLW strategies did you use? What was interesting to you about the Friedman text? What strategies might you adapt from Malinowski? What can you say about Bunn's tone? About his ideas? (5 minutes)
3. Discuss as a whole class (5 minutes)
4. Now, take a closer look at the Friedman article with the class. Explicitly state that we are modeling a rhetorical analysis of the text:  
Ethos:

Pathos:

Logos:

Angle of Vision:

Purpose:

Audience:

Genre:

5. Can we create any major claims (thesis statements) about Friedman's article?
6. Now let's look at the sample student rhetorical analysis: What's her thesis? What's her angle of vision? What can we say about her use of the appeals?
7. Review HW

### Week Seven

*Day 19: Monday, October 6*

#### **Learning Objectives:**

- Students will discuss the characteristics of a strong summary
- Students will practice generating thesis statements for their rhetorical analyses and then workshop their thesis statements with their peers

#### **Plans:**

1. Discuss characteristics a strong summary (write on board).
2. Get into groups according to your articles
3. Group Discussion: Briefly read each other's summaries and give each other feedback for these questions:
  - Does the summary reflect the main ideas of the article?
  - Is the summary neutral in its presentation of ideas?
  - Does the summary include attribute tags (such as "According to Page1...") (8 minutes)
4. Freewrite: What do you find interesting, surprising or problematic about the rhetorical strategies used by the author of your primary text? What stands out about his or her writing, or the way he/she makes his/her point? What could you say about the author's use of appeals, for example? (5 minutes)
5. Discuss your freewrites with your group (4 minutes)
6. Briefly read through three sample thesis statements. (3 minutes)
7. Thesis brainstorm: Try to pick one aspect of the text's rhetoric that you'd like to focus on and try to create a claim. In other words, brainstorm a thesis statement that makes a claim about the rhetoric of the article. (6 minutes)
8. Ask for student volunteers to share their thesis with the class: look to see that it analyzes the rhetoric of the piece, that it is arguable, and that it is specific (try to get at least 3 volunteers) (6 minutes)

9. Individually, go back to your own claim (thesis) and workshop it specifically looking that it analyzes the rhetoric of the article and that it is arguable and specific. (5 minutes)
10. Review HW

*Day 20: Wednesday, October 8*

**Learning Objectives:**

- Student will continue revising thesis for a specific, arguable claim that engages with the rhetoric of the article
- Student will engage in drafting/outlining techniques

**Plans:**

1. Freewrite: What is your working thesis statement? (3 minutes)
2. Group Workshop: Provide feedback for your peers' thesis statement. Keeping these criteria in mind: "The thesis clearly addresses the text's rhetorical strategies. The thesis is tense, arguable, and surprising. It gives the reader clues about what to look for in the body of your paper." (6 minutes)
3. Discuss as a class: What do you think would be a good way to approach planning and drafting your rhetorical analysis essay? (5 minutes)
4. Mention how closed-form writing is organized points and particulars, starting with the thesis as the main "point."
5. Have the students outline: First, what are your main points? Then, what particulars from the text do you plan to use to support your main ideas?
6. Spend about 10 minutes drafting your outline using points and particulars as a guide.
7. Group activity: Swap outlines and provide your peers some feedback. Are their main ideas arguable, clear, and specific? What other particulars could they use to support their points? (6 minutes)
8. Review the grading criteria for the rhetorical analysis
9. Review HW
10. Sign up for conferences!

**Week Eight**

*Day 22: Monday, October 13*

**Learning Objectives:**

- Students will review different methods of incorporating sources, highlighting the different rhetorical effects of each

**Plans:**

1. Freewrite: What is the difference between summary, paraphrase, and quotation? What are the benefits of each strategy? (5 minutes)
2. Discuss freewrite responses/write on board
3. Talk about the ways that citing sources affects a writer's ethos
4. Source Incorporation and Global Revision Workshop:
  - (1) Locate your thesis and highlight it or underline it.
  - (2) Review your draft and underline or highlight all information that comes from your primary text. This includes not only direct quotes from your source, but any other information from the primary text that you've paraphrased or summarized.
  - (3) Look at each passage that you've marked. Are you quoting, paraphrasing, or summarizing? Mark each quote, summary or paraphrase in the margins of your draft with a Q, S or P. In each case, you should be able to explain why you decided to use this method of incorporating a source. For example, did you quote something instead of paraphrasing it because you felt that the author's word choice was relevant to your analysis?
  - (4) Are you citing each source as needed? If you have an attributive tag, there's no need to include the author's name in parenthesis. All of your sources are web-based sources, so you won't have page numbers.
  - (5) Freewrite for a few minutes about what you'll need to revise for your conference.
  - (6) Review Conferences

*Day 23: Wednesday, October 15*

### **Conferences**

*Day 24: Friday, October 17*

### **Learning Objectives:**

- Students will engage in global revision
- Students will work on unity and coherence

Plans:

1. Freewrite: In what specific ways can you improve the unity and coherence of your draft?
2. Unity and Coherence Mini-Workshop:
  - (1) Highlight or underline your thesis.
  - (2) Look at your introduction. Do you provide your reader with an objective summary? Highlight or underline the attributive tags in your summary. If you need to add more attributive tags, take a few minutes to do so.
  - (3) Look at each paragraph in the body of your essay. Next to each paragraph, write a brief description of the main point of this paragraph.

- (4) Now, check to see if you have a clear topic sentence that states the main point of each paragraph. If you don't have a clear topic sentence, take this chance to begin writing one.
- (5) Highlight or underline the transition words in your essay. Is there a place where you can add transitions to help guide your reader?
3. Group Discussion: Get into groups of 3 and trade papers.
4. Read your peer's thesis statement (this should already be underlined for you). Then, make a list of the major points that you as a reader expect the author to support.
5. Now, read each topic sentence of the body paragraphs. How do the topic sentences work to support the thesis? Provide feedback to your classmate about the topic sentences: Are they clear? Do they support the thesis? Do the paragraphs provide evidence for the topic sentence?
6. Review HW (explain online peer review)

### **Week Nine**

*Day 25: Monday, October 20*

#### **Learning Objectives:**

- Students will follow up on their peer reviews in person and ask questions about their own drafts in order to solicit more personalized feedback.

#### **Plans:**

1. Freewrite: Think of at least three questions that you'd like your peer review partners to answer about your own paper. What do you want feedback on?
2. Get into peer review groups (review list from Blackboard)
3. Present questions to group members
4. Each group member reviews essays and answers questions
5. Freewrite: Reflect on the feedback that you've received today and make a plan for revision. What else will you need to work on before you submit your final draft?
6. Review HW

*Day 26: Wednesday, October 22*

#### **Learning Objective:**

- Student will learn about the format for MLA style documents
- Students will recognize and correct common grammar mistakes

#### **Plans:**

1. Remind students that this essay needs to be in MLA format with a Works Cited Page
2. Show students an example of MLA formatting (page 502 in EW)
3. Show student an example of Works Cited page and in-text citations (page 511)
4. Discuss with students about citing help and issues
5. Grammar Mini-Workshop (based on student suggestions):
  - (1) Underline all your in-text citations. Check to make sure that they are in proper MLA format.
  - (2) Highlight or underline every time you use the author's name. Did you properly address your authors (use his/her last or full name?). Did you spell the name correctly?
  - (3) Commas:
    - To divide two independent clauses
    - To set off introductory phrases
    - To divide items in a list
    - To set off "interruptions" in the sentence
    - Beware of the comma splice!

*Day 27: Friday, October 24*

**Learning Objectives:**

- Students will review grading rubric
- Students will ask any unanswered questions

**Plans:**

1. Freewrite: What are your remaining plans for revision? What do you think is the strongest part of your draft so far? What part of your draft still needs work?
2. Discuss your freewrites with each other
3. Discuss freewrites as a class
4. Review grading rubric as a class
5. Review submission instructions
6. Field any final questions
7. Have the students complete the mid-semester review