

Unit 1: Foundations of Rhetoric – Scaffolded Prompt

Prompt:

Choose a historical or contemporary speech and conduct a SOAPSTone analysis. In your essay, identify how the speaker's use of Aristotle's appeals (ethos, pathos, logos) and the rhetorical triangle contribute to the effectiveness of the message.

Scaffold:

1. Introduction

- Hook: Begin with a statement about the power of rhetoric in shaping public opinion.
- Thesis: Introduce the speech you are analyzing and your argument about its rhetorical effectiveness.
- Sentence Starter:
Rhetoric is a powerful tool that can influence audiences and change societies. In [Title of Speech] by [Speaker], the speaker effectively uses rhetorical strategies, including [mention appeals or elements you will analyze], to achieve their purpose.

2. Body Paragraphs

- **SOAPSTone Analysis:**
The subject of this speech is...
The occasion that prompted this speech is...
The intended audience for this speech is...
The speaker's purpose is to...
The speaker, [name], brings credibility by...
The tone of the speech is...
- **Aristotle's Appeals + Rhetorical Triangle:**
The speaker uses ethos by...
The appeal to pathos is evident when...
Logos is presented through...
The relationship between the speaker, audience, and message is strengthened by...

3. Conclusion

- Restate thesis and reflect on why the speech is rhetorically effective.
- Sentence Starter:
Overall, through the use of [restate main appeals/strategies], [Speaker] successfully conveys their message to the audience, demonstrating the enduring power of rhetoric.

Unit 2: Rhetorical Analysis of Nonfiction – Scaffolded Prompt

Prompt:

Select a nonfiction text and write a rhetorical analysis essay, focusing on diction, tone, syntax, rhetorical devices, and audience adaptation.

Scaffold:

1. Introduction

- Hook: Start with a statement about how rhetoric influences nonfiction writing.
- Thesis: Identify the text and your main argument about its rhetorical effectiveness.

- Sentence Starter:

In the realm of nonfiction, writers rely on rhetoric to persuade and inform. In [title] by [author], the writer effectively uses [diction, tone, syntax, and rhetorical devices] to address [audience] and accomplish [purpose].

2. Body Paragraphs

- **Diction, Tone, and Syntax:**

The author's word choice, such as..., creates a tone of...

Through sentences like..., the syntax emphasizes...

The overall tone helps the reader feel...

- **Rhetorical Devices:**

[Author] uses [device, e.g., parallelism] when they write, "...". This device serves to...

The use of [device] appeals to the audience's...

- **Purpose & Audience Adaptation:**

The author's purpose is to...

They adapt their message for the audience by...

3. Conclusion

- Summarize key points and reinforce how the rhetoric shapes meaning.
- Sentence Starter:

Ultimately, [author] skillfully combines diction, tone, syntax, and rhetorical devices to achieve their purpose and connect with [audience].

Unit 3: Rhetoric in Media and Visual Texts – Scaffolded Prompt

Prompt:

Analyze a media text (e.g., advertisement, cartoon, documentary). Evaluate how visual rhetoric, argument, and rhetorical devices persuade the audience.

Scaffold:

1. Introduction

- Hook: State the influence of media on public perception.
- Thesis: State the media text and argument about how it uses rhetoric.
- Sentence Starter:

Media texts like advertisements and documentaries often rely on visual and rhetorical techniques to influence audiences. The [media text] titled [name] effectively uses [visual rhetoric, bias, propaganda, or rhetorical devices] to persuade viewers.

2. Body Paragraphs

- **Visual Rhetoric:**

*The image/footage shows [describe visual element], which creates an effect of...
Colors, symbols, and composition suggest...*

- **Argument & Devices:**

The creators use [rhetorical device] to...

Bias is evident when...

The argument is structured to appeal to...

There is an example of a logical fallacy when...

3. Conclusion

- Reflect on the media text's success in persuading its audience.

- Sentence Starter:

By using a combination of [visual techniques, rhetoric, bias], [media creators] effectively shape the audience's perception of...

Unit 4: Crafting Persuasive and Argumentative Texts – Scaffolded Prompt

Prompt:

Write a persuasive essay on a contemporary issue using Toulmin or Rogerian structure.

Scaffold:

1. Introduction

- Hook: Introduce your issue with a thought-provoking statement.
- Thesis: Clearly state your position and briefly preview your reasons.
- Sentence Starter:

In today's society, [issue] is a pressing topic. I argue that [position] because [reason 1], [reason 2], and [reason 3].

2. Body Paragraphs

- **Claim & Evidence (Toulmin) or Common Ground (Rogerian):**

My first reason is...

Evidence supporting this is...

For the opposing view, some believe... however, I counter by...

In order to find common ground, we must consider...

- **Rhetorical Appeals:**

To appeal to ethos, I...

An emotional appeal (pathos) is made when...

I use logic (logos) by...

3. Conclusion

- Call to action or broader implication.

- Sentence Starter:

In conclusion, by addressing both sides and using strong evidence, it is clear that [restate thesis]. We must now...

Unit 5: Speaking and Debating with Rhetoric – Scaffolded Prompt

Prompt:

Reflect on your persuasive speech and rhetorical decisions.

Scaffold:

1. Introduction

- Hook: State the importance of public speaking and rhetoric.
- Thesis: Preview what you will reflect on (e.g., rhetorical strategies, delivery choices).
- Sentence Starter:
Delivering a persuasive speech requires careful rhetorical choices. In my speech on [topic], I used specific strategies to connect with my audience and strengthen my argument.

2. Body Paragraphs

- **Speech Content:**
I structured my speech by...
I used ethos by...
I appealed to pathos when I mentioned...
My logical argument was based on...
- **Delivery Choices:**
I maintained eye contact to...
I modulated my tone by...
Gestures helped emphasize...
My pacing helped by...

3. Conclusion

- Reflect on what worked and what could improve.
- Sentence Starter:
Overall, my speech was effective because... Next time, I will improve by...

Unit 6: Rhetoric in Literature – Scaffolded Prompt

Prompt:

Analyze how rhetorical strategies are used by characters in *Julius Caesar* or *The Crucible* and compare to nonfiction examples.

Scaffold:

1. Introduction

- Hook: Comment on how literature often mirrors real-world rhetoric.

- Thesis: State which character(s) you will focus on and how their rhetorical strategies compare to nonfiction texts.
- Sentence Starter:
In literature, characters use rhetoric to manipulate, persuade, and influence. In [play title], [character] demonstrates rhetorical skill similar to [nonfiction author] by...

2. **Body Paragraphs**

- **Character's Rhetoric:**
*[Character] uses [rhetorical strategy] when they say...
The tone of their speech is... which affects the audience by...*
- **Comparison to Nonfiction:**
*Similarly, in [nonfiction text], [author] uses [device] to...
Both texts demonstrate how rhetoric can...*

3. **Conclusion**

- Explain how understanding rhetoric in fiction deepens understanding of persuasion.
- Sentence Starter:
The parallels between fictional and nonfictional rhetoric show how timeless persuasive techniques influence both readers and audiences.