

A DAY IN THE LIFE OF _____

A STUDY OF RHETORIC

Overview of Assignment

For this assignment, you will analyze the rhetoric encountered by a specific demographic. For example, you may be analyzing the rhetoric encountered by a teenage girl on the volleyball team who lives in League City, or you may analyze the daily rhetoric in the life of a middle-aged Engineer who works at NASA. You will apply all of the skills you have learned this year (synthesis, rhetorical analysis, argument, and close reading) to create a 5-8 minute self-running multimedia presentation that showcases your analysis and proves the claim you wish to make about that rhetoric.

We will have a public showing of the presentations in which other students and parents can see your presentations.

Timeline

BY FRIDAY, MARCH 13, 2015

1. Decide on group members (4 members)
2. Choose an age group
3. Decide on option 1 or option 2
 - a. Option 1- each group member catalog and interview a different accessible person/category within your demographic and choose the best upon return from spring break
 - i. Example: Demographic- 30-something females
 1. Group Member 1- married working mother
 2. Group Member 2- single working mother
 3. Group Member 3- married stay at home mother
 4. Group Member 4- single working woman with no children
 - b. Option 2- choose one specific accessible person/category before Spring Break and everyone researches or interviews that one representation for their individual catalog
 - i. Example: Demographic- 40- something males
 1. One group member's dad is a NASA engineer with 2 children—all group members decide to go with that choice for their project—the engineer's child would interview, other group members would do research about rhetoric a NASA engineer might encounter.

OVER SPRING BREAK

1. Read Chapter 1 of *Everything's an Argument*
2. Interview person from specific demographic using questionnaire.
3. Catalog "one day's worth" of rhetoric for specific demographic. You must have at least 10 entries in your individual catalog of rhetoric.

4. Read and analyze catalog looking for an argument that emerges

DUE TUESDAY MARCH 24, 2015 at the END OF CLASS

1. Group Claim - Read and analyze each group member's catalog, and look for emerging arguments. Decide on a claim for your presentation. **Claim cannot be "Everything's an Argument" as that has already been done in book form.
2. Group catalog - blend the best examples of rhetoric from each group member's catalog and create ONE catalog of rhetoric for your group. Be sure your choices support your claim. Your group catalog should have a minimum of 30 examples, not all of which will necessarily appear in your final presentation.

DUE WEDNESDAY MARCH 25, 2015 at the END OF CLASS

1. Type of presentation-
 - a. Choose your program of choice for your multimedia presentation- PowerPoint, Google Slides, Prezi, Microsoft Moviemaker movie, Animoto movie, etc.
 - b. Decide on the multimedia you will include. Be creative in this decision- below are just some possible ideas and questions. You are encouraged to think of your own as well.
 - i. Video
 - ii. Photos
 - iii. Text bubbles
 - iv. Blabberize or Chatterpix
 - v. Advertisements
 - vi. Screen Shots
 - vii. How will you convey your argument?
 - viii. How will you synthesize your info?
 - ix. How will you include some of your rhetorical analysis?
2. Role Assignment for each group member—who will complete what for the presentation?

DUE THURSDAY APRIL 2, 2015 to SAFEASSIGN [Individual Assignment]

1. Rhetorical Analysis essay of catalog of rhetoric
 - a. Each group member must write a rhetorical analysis essay [at least 600 words] analyzing a different portion of the group's catalog of rhetoric.
 - b. This essay must be submitted to SafeAssign PRIOR to class on Thursday, April 2

PRESENTATIONS WILL BEGIN WEDNESDAY APRIL 8, 2015. All projects must be completed prior to class on that date.

More information about exactly how you will turn in your presentation to follow.

Questionnaire for Rhetoric Presentation

Feel free to add to/revise these questions to suit your needs.

1. What—specifically—wakes you up in the morning? (e.g. alarm sound on your phone, radio station 95.7, specific song: “Who Let the Dogs Out?”)
2. Who is the first person/animal/thing you typically communicate with? Give me an example of typical “conversation.”
3. What are the other members of your household (if applicable) doing while you get ready for your day? How does this affect your routine?
4. Do you check any forms of social media in the morning? If so, which ones, and when? What are some typical messages you see?
5. Do you listen to the TV/radio in the morning while getting ready for the day? If so, what are you typically listening to?
6. If you eat breakfast, are you typically talking to someone, reading something, or doing something else? Explain. When do you attempt to persuade or someone attempts to persuade you? (These need not be really obvious examples or even verbal. For example, “Are you going to pick up Johnny from school” can be asked in such a way that it’s not just a question, it’s rhetoric.)
7. What are you listening to (music, news, actual people) on the way to work/school?
8. What advertisements do you typically see/hear on the way to work/school (consider radio, billboards, signs)?
9. Throughout the course of your work/school-day, please catalog the numerous times when you are on the receiving end of persuasion in any form *or* when you are engaged in persuasion yourself. Consider everything: emails, meetings, presentations, lectures, brief conversations in the hall, lunchtime conversation, social media, etc.
10. What are you listening to (music, news, actual people) on the way home from work/school?
11. If you go to activities after work or school, what rhetoric might you typically experience (from a coach, tutor, club member, personal trainer, etc.)?
12. When you get home, what examples of persuasion do you encounter from conversations, television, social media, etc?
13. At dinner, do you typically have conversations with others? What do you talk about? What are some obvious and not so obvious examples of rhetoric—from either the receiving or delivering end— you typically encounter?
14. Do you do any type of work (homework, emails, etc.) once home? What examples of persuasion do you experience, including possibly talking yourself into doing something or rationalizing putting it off?
15. Who is the last person you talk to before going to bed? What do you typically say?
16. What do you do immediately before or while you are trying to fall asleep?
17. Do you remember your dreams? If so, do you attempt to interpret them?

Rhetoric Multimedia Product Evaluation Rubric

9 Products earning a 9 blows the evaluator away.

8 Effective

Products earning a score of 8 effectively develop a claim about the daily rhetoric a person in the specific demographic engages in, BOTH as someone the receiving end AND on the delivery end of rhetoric. They develop their position by effectively synthesizing a wide variety of multimedia examples demonstrating an extensive array of rhetoric. The evidence and explanations used are appropriate and convincing, and the argument is especially coherent and well developed. The overall presentation demonstrates a consistent ability to control a wide range of the elements of multimedia presentations (pictures, video, audio, text, etc.) but is not necessarily flawless. Products earning an 8 are highly engaging and highly creative.

7 Products earning a 7 have many of the characteristics of a 6 but are more thorough, persuasive, and or polished.

6 Adequate

Products earning a score of 6 adequately develop a claim about the daily rhetoric a person in the specific demographic engages in, BOTH as someone on the receiving end AND on the delivery end of rhetoric. They develop their position by adequately synthesizing a wide variety of multimedia examples demonstrating a diverse array of rhetoric. The evidence and explanations used are appropriate and sufficient, and the argument is adequately developed and coherent. The overall presentation demonstrates some ability to control a wide range of the elements of multimedia presentations (pictures, video, audio, text, etc.) but is not especially polished. Products earning a 6 are engaging and creative.

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4 Inadequate

Products earning a score of 4 inadequately develop a claim about the daily rhetoric a person in the specific demographic engages in, perhaps neglecting to cover BOTH the receiving end AND the delivery end of rhetoric. They develop their position by synthesizing some multimedia examples, but the evidence or explanations used may be inappropriate, insufficient, less convincing, or lacking diversity. The evidence or explanations used may be inappropriate, insufficient, less convincing, or less coherent. The overall presentation generally conveys the student's ideas but may be less consistent in controlling the elements of multimedia presentations (pictures, video, audio, text, etc.). Products earning a 4 are not noticeably engaging or creative.

3 Products earning a 3 have many of the characteristics of a 4 but are weaker in one or more areas.

2 Little Success

Products earning a score of 2 demonstrate little success developing a claim about the daily rhetoric a person in the specific demographic engages in, perhaps neglecting to cover BOTH the receiving end AND the delivery end of rhetoric. These products may fail to synthesize multimedia sources in a coherent way, develop a position that evaluates rhetoric, or substitute a simpler task by merely summarizing or categorizing the rhetoric or by providing unrelated, inaccurate or inappropriate explanation. The product often demonstrates consistent weaknesses in presentation, such as audio/video problems, a lack of development or organization, or a lack of coherence and control.

1 Products earning a score of 1 meet the criteria for a score of 2 but are undeveloped, especially simplistic in their explanation and argument, weak in their control of media, or especially lacking in coherence and development.

9=100 8=95 7=90 6=85 5=77 4=73 3=65 2=60 1=40