

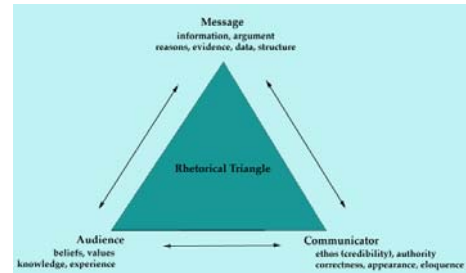
Rhetoric of the Op-Ed Page

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What IS “Rhetoric”?



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The Rhetoric of the Op-Ed Page



- This assignment sequence introduces the Aristotelian concepts of *ethos*, *logos*, and *pathos* and applies them to a rhetorical analysis of an op-ed piece by Jeremy Rifkin.
- The culminating writing assignment is a letter to the editor in response to the Rifkin article.

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The Rhetoric of the Op-Ed Page

- This module aligns precisely to the Assignment Template

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Conceptual Vocabulary Development

- Fold your paper in half lengthwise. Write the word *persuade* at the top.
- List as many synonyms for *persuade* in the left column as you can in 2 minutes. Skip lines.
- As we share, add new synonyms to your list.
- With a partner, identify as many antonyms as you can for each word on the list. List them in the right column.
- Share out.

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Persuasion Is Not...



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Getting Ready to Read:

- Write a short description of your efforts to persuade a parent, teacher, or friend to do or believe something.
- Share with a partner.

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Key Concepts: Ethos, Logos, Pathos

- Ethos: the writer's (or speaker's) character as it appears to the audience
- Logos: logical arguments, reason, factual information
- Pathos: the emotions of the audience (appeals)
- 3 colored highlighters
 1. ETHOS (things you said to make yourself credible to your audience).
 2. LOGOS (logical arguments, reason, convincing facts)
 3. PATHOS (things you said to play on audience emotion)

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“Three Ways to Persuade”

- DIRECTIONS TO STUDENTS: Read this essay. Be sure you understand the meaning of each of the following terms by the time you finish.
 - ETHOS: the writer's (or speaker's) character or image.
 - LOGOS: logical arguments
 - PATHOS: audience emotions (appeals)

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Getting Ready to Read: Another Option

- In groups, students write skits about persuading somebody. Each skit should use logical, emotional, and ethical appeals.
- Has anybody done this?

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Spot-reading: Survey the Text

- Turn the title into a question.
- When and where was the article first published? How does that information guide your expectations?
- Who is the author? What do we know about him? How could we learn more information?
- What is the subtitle of the article? What predictions does that suggest?
- The article was published on the op-ed page. What does that mean?

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Spot-reading: Survey the Text

- In the next three minutes, list as many predictions as you can about the content of the article.
- Read the first two paragraphs. How does this introduction confirm or change your predictions?
- Read the last paragraph. How does this passage confirm or change your predictions?

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Spot-reading

- What have we accomplished as a group about HOW to read a text about an unfamiliar subject?
- What have I accomplished pedagogically?
- Who was doing most of the intellectual work?

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Additional Preparation for Reading

- Frontloading key vocabulary
 - *Humane and inhumane*
 - *Cognitive*
 - *Genetically wired*
 - *Empathy*
- CONCEPT Words

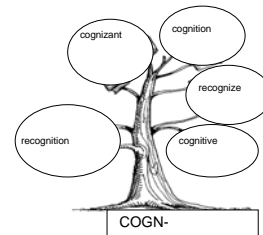
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Vocabulary

- Key lesson: in order to be related in concept, words must be related by root and meaning.
- Teach students to use word histories in the dictionary (ELA teachers).
- Students must hear/read a new word 8-12 times in order to “own” it!

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Vocabulary



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First Reading

- Read and annotate in whatever way you like (do not use highlighters I gave you!).
- You will have a clean copy in the module, so mark this one up.

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First Reading

- “With the grain” or “playing the believing game”
- Use to confirm predictions and raise questions.
- Annotation!!!

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Theory to Practice

- Application of rhetorical analysis (ethos, pathos, logos) AND application of reading comprehension strategies learned and practiced in earlier modules to a new essay: “A Change of Heart about Animals.”

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So Far...

- We have “covered”:
 - “persuasion” as a concept
 - Ethos, logos, and pathos as aspects of rhetorical persuasion
 - Predictions about the article based on its title
 - Key vocabulary and a strategy for understanding related words.
- How long will this take? How many class periods?

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Rereading the Text

- Reading to question the text (“against the grain” or “playing the doubting game”)
- Example strategy: highlight claims and examples in different colors.

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Rereading the Text

- Stylistic Choices
 - Word choice
 - Sentence structure
 - Other issues
- Text Structures
 - Draw line where introduction ends
 - Divide body into sections based on topics
 - Draw line where conclusion begins
 - Descriptive outlining

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Post-reading Activities

- Summarizing and Responding
- Thinking Critically
 - **Logos**: examine author’s claims and support
 - **Ethos**: who is Jeremy Rifkin? What are his credentials on this topic?
 - **Pathos**: how does this article affect you emotionally? What parts? Why?

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Connecting Reading to Writing

- Writing to Learn
- Using the words of others
 - Quote, Paraphrase, Respond assignment: Choose 3 passages that you might be able to use in an essay. Then
 - Write each passage as a correctly punctuated and cited direct quotation.
 - Paraphrase the material in your own words with correct citation.
 - Respond to the idea expressed in the passage by agreeing or disagreeing, again with the correct citation.

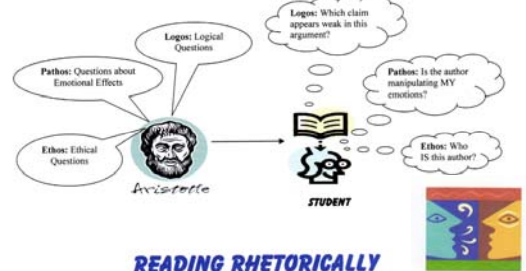
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So Far...

- ❑ First reading (“with the grain”), annotating and confirming predictions
- ❑ Language study
- ❑ Rereading (against the grain’): stylistic choices; text structures
- ❑ Post-reading: summarizing and responding; thinking critically
- ❑ Connecting Reading to Writing: writing to learn; quote, paraphrase, respond

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What Have We Accomplished ?



How Long Should this Take?

- ❑ Writing Assignment
 - Write a letter to the editor expressing your viewpoint in response to the Rifkin article
 - EPT style prompt
- ❑ Getting Ready to Write: models
- ❑ Composing a Draft
- ❑ Revision
 - Peer response
 - Paired work
 - Individual work
- ❑ Editing

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How Long Should this Take?

“The greatest enemy of understanding is coverage. As long as you are determined to cover everything, you usually insure that most kids are not going to understand. You’ve got to take enough time to get kids deeply involved in something so they can think about it in lots of different ways and apply it—not just at school, but at home and on the street, and so on.”

-Howard Gardner

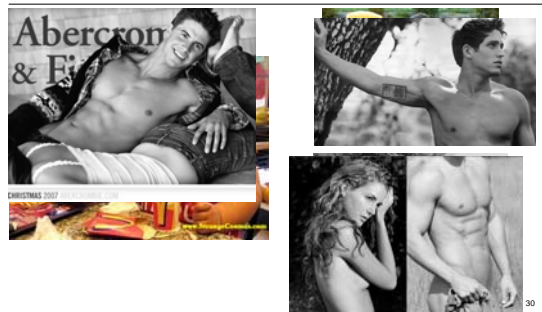
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What is this module teaching?

- ❑ Ways of rhetorical reading
- ❑ Ways of considering language
- ❑ Ways of thinking
- ❑ Ways of rhetorical writing
- ❑ Academic habits of mind!

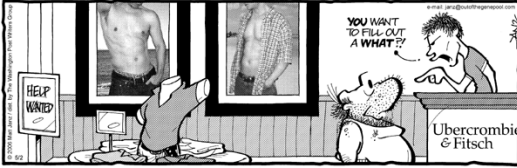
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Don't Be Seduced...



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Don't Be Seduced...



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Critical Thinking!



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