Rhetorical Analysis Unit

Thesis Construction Day

**Instructor Preparation Note**

* Students are to have readily available the Op-Ed piece on which they are writing their rhetorical analysis.
* Please be prepared with media to show this video:

<https://www.youtube.com/watch?v=tLEo0IbYGJc>

* Also, please have enough copies of this thesis worksheet so each student may have two: <https://docs.google.com/document/d/1p_kKSuy0akJeSoXoML_BCsDfrBiPlCcdE7zHwwlQ_5Q/edit>

**Outcome**

By evaluating a rhetorical construction – synthesizing facts, observations and announcements into an asserted main idea that narrows a topic and takes a specific stand – students will be able to identify and construct its thesis.

**Introduction**

A rhetorical analysis is an exercise in the interpretation of an argument. Only through the identification of its parts can a whole be clearly stated. This exercise will assist you in that endeavor. By outlining a work’s context, the problem on which it is focused, the question it is asking, what it identifies as being at stake, and its defensible position, you will be able to use this information to create a thorough, intriguing, and well-focused thesis. (5 minutes)

**Whole Class Activity and Discussion**

With thesis worksheet copies in hand, entire class will watch the video and together will discover its thesis through the completion of the worksheet and the synthesis of its information. (15-20 minutes)

**Small Group Work**

Using their individual op-ed pieces as the source document, students will collaborate and respond to the thesis worksheet questions to assemble their thesis statements. (20 minutes)

**Mini-Lecture/Intro to Homework**

Now with each part of the whole identified, it’s time to put them together into a single statement: aka a Thesis Statement. (5 minutes)

**Assessment**

Participation, worksheet trace, group work interaction.

**Homework**

Post thesis statements to D2L.