

Lesson Plan 1

Lesson Plan: Lindsay Scott's ENGL 1030 – First Year Composition and Rhetoric

Category: Rhetorical Appeals: Discussing Ethos, Pathos, and Logos

Title: Enthy-MEME Day

Learning Outcomes:

- To demonstrate how prevalent rhetorical devices and appeals are within current media, thus emphasizing the need for clear, logical arguing skills.
- To give students practice with and tools for recognizing and understanding rhetorical appeals.
- To relate the rhetorical appeals to the students' personal studies and lives.

Student Preparation:

- Students will have already read the chapter on rhetorical appeals before coming to class. They will be participating in this lesson in preparation for their visual rhetorical analysis assignment. Students will be practicing analysis and learning about the necessity for clear, logical argumentation both inside and outside of the classroom.

Necessary Materials:

- Course Textbook
- Laptop/Smartphone/Tablet/Other device with Internet accessibility

Course Placement:

- This lesson will be introduced early on in the semester, preparing students for the visual rhetorical analysis and creating a practical awareness of it. Between the lecture, discussion, and activities, this lesson should take up a full one hour and fifteen-minute class period.

In-Class Activities:

- 12:30-12:40PM: Question of the Day/Attendance (5-10 minutes)
 - To take attendance, students will be required to answer a "Question of the Day" which relates in some way to the reading/class topic of the day.
 - EnthyMEME question: "What is your favorite meme, and why?" Students will then pull up their favorite meme. It must be appropriate for the whole class to see.
- 12:40-12:50PM: Short Discussion (10 minutes)
 - Students will pull up the definition of an enthymeme from the *Silvae Rhetoricae* (<http://rhetoric.byu.edu/Figures/E/enthymeme.htm>), read, and discuss with me/ask me questions about the rhetorical term.
- 12:50-1:00PM: EnthyMEME Video (10 minutes)
 - To get the students more comfortable with enthymemes, we will watch a video relating enthymemes and memes: www.youtube.com/watch?v=F5JOEr9ND5g.
- 1:00-1:15PM: Short Talk on Concepts (15 minutes)
 - Connect concepts covered in video with the students' reading

- Offer a few memes as examples of concepts for the day and have 3-4 students answer the third question: “How does the text of the meme align with (and/or push against) expectations for that image?”
- 1:15-1:35PM: Create-Your-Own Meme (20 minutes)
 - Students will individually access the meme generator website (<https://imgflip.com/memegenerator>)
 - Students will spend 10 minutes creating their own meme (this could last anywhere from 5-15 minutes based on how I gauge their involvement by this time in the semester)
 - Once the memes are created, students will submit them on Canvas as part of their participation for that day
 - I will ask 3-4 students to share their meme and talk about it a little, incorporating the rhetorical appeals and how their meme works enthymematically.
 - Discussion Questions:
 - How effective is your meme? Give evidence using the appeals.
 - State the conclusion you’re trying to get me to think about with this meme. What is the unstated premise I need to understand the meme? What do I need to know to understand the meme is funny/the conclusion?
 - Who is the audience for this meme?
 - *(This leads back to some arguments being better suited for text and some better suited for images—so how do we choose our mode?)*
 - Why did you choose that particular image with/without the text you used? Did you think about your audience or did you just pick a meme that interested you?
 - How does the text of the meme align with (and/or push against) expectations for that image? Does the text make your argument stronger or weaker?
 - If the argument is weaker, where is the disconnect between the conclusion and the premise?
 - Do you still feel like your meme is as effective as we talked about earlier? If you knew all of the things at the beginning that we’ve talked about now, how would your meme change?
- 1:35-1:45PM: Closing Comments (10 minutes)
 - Respond to questions
 - Assign/review homework