

Flipped IN-CLASS Lesson Plan Template: English 105: Advanced Composition

Topic or concept: Using rhetorical invention to plan an argumentative essay

Basic objectives for preparatory work:

- Define “rhetorical invention” using vocabulary from rhetorical studies
- Identify 3 historical models for practicing invention
- Apply each model to a specific essay topic to discover “the available means of persuasion”

Advanced objectives for classwork & after class work:

- Compare and contrast the 3 models of rhetorical invention
- Construct a brief argumentative statement that reflects 3 models of rhetorical invention
- Outline an argumentative essay using 1 of the models you identified

| | Time planned | Activity and rationale | Resources needed |
|---------------------------|--------------|--|---|
| Beginning of class period | 5 mins | Freewrite about prior readings to reactivate knowledge. What is “rhetorical invention,” and how does it differ from more familiar definitions of invention in 21 st Century America? | <ul style="list-style-type: none"> • Course Textbook (<i>Invention in Rhetoric and Composition</i> by Janice M. Lauer) • Students’ notes from their reading • Materials to write with (e.g., pen/pencil, paper, laptop) |
| Middle of period | 10 mins | Referencing the readings, identify 3 historical models for practicing invention. When were they conceptualized, by whom, and how were they supposed to help a writer or speaker generate ideas, arguments, and evidence? | <ul style="list-style-type: none"> • Course Textbook (<i>Invention in Rhetoric and Composition</i> by Janice M. Lauer) • Students’ notes from their reading • Materials for students to write with (e.g., pen/pencil, paper, laptop) |

| | Time planned | Activity and rationale | Resources needed |
|------------------|--------------|---|--|
| Middle of period | 20 mins | Pair-share: students will compare their responses to the previous activity with other students who chose one or more of the same models of invention from the reading. They should assess whether they arrived at the same answer, if so what evidence they used to arrive at that answer, and if not they should research together and revise. They will meet with different students until they have received feedback on each of their models. | <ul style="list-style-type: none"> • Course Textbook (<i>Invention in Rhetoric and Composition</i> by Janice M. Lauer) • Students' responses from the previous activity |
| Middle of period | 10 mins | Instructor-led discussion/debrief based on Q&A from freewrite activities and/or identifying historical models. Clarify misconceptions and offer new info. | <ul style="list-style-type: none"> • Students' responses from the previous activity |
| Middle of period | 20 mins | Using the models students just identified, they will practice (alone or in self-selected groups) applying the models to their essay topic, which they will have chosen in previous classes. The goal is to identify possible claims, evidence, or arguments related to your topic. | <ul style="list-style-type: none"> • Major Essay prompt • Assignment topic from previous class work • Students' responses from the previous activity • Course Textbook (<i>Invention in Rhetoric and Composition</i> by Janice M. Lauer) |
| End of period | 10 mins | Reflective writing (what did you find most confusing about the concept of rhetoric invention or the process of applying it to your topic?) | <ul style="list-style-type: none"> • Materials to write with (e.g., pen/pencil, paper, laptop) |

Flipped AFTER CLASS Work Plan Template

| Advanced learning objective | Activity and rationale | Instructions to students |
|---|--|--|
| <ul style="list-style-type: none"> • Compare and contrast the 3 models of invention you identified. • Construct a brief argumentative statement that reflects each of the 3 models you identified in class • Outline an argumentative essay using 1 of the models you identified | Students have identified and practiced applying various models of rhetorical invention to their essay topics in class. Now they will compare the affordances/limitations of various models in order to select one for the paper they are working on. This will include constructing a brief argumentative statement (commonly called a "thesis" in argumentation) based on the practice they did for each model in class. Once students have | <ul style="list-style-type: none"> • Reread the examples you practiced in class. Based on your examples, construct a brief argumentative statement that reflects each of the 3 models (commonly called a "thesis" in argumentation). Then write a short Canvas post (300-500 words) in which you compare and contrast the three models you chose. Make sure to include your three |

| Advanced learning objective | Activity and rationale | Instructions to students |
|-----------------------------|---|--|
| | <p>compared and contrasted various models, they will choose one model and use it to draft an outline of their larger essay, including your central argument, major claims, potential forms of evidence, possible counterarguments, and possibly useful phrases or sentences if you think of any. This process is scaffolded to help students assess various possibilities and make crucial decisions that they can then use outside of class.</p> | <p>argumentative statements in the Canvas post.</p> <ul style="list-style-type: none">• Some guiding questions might include: Which of the three models seemed most obvious for generating ideas about your topic? Why do you think that is? Which seemed least obvious or least useful, and why? What are some of the unique affordances and limitations of each model?• After you've completed your post, select one of the models of rhetorical invention. Using your initial practice from class and the brief argumentative statement you generated for your Canvas post, develop a full outline for the argumentative essay about your topic. This should include your central argument, major supporting claims, potential forms of evidence, possible counterarguments, and possibly useful words, phrases, or sentences you may think of. Bring your outline to class so we can workshop them. |

GUIDED PRACTICE

Class: English 105: Advanced Composition

Date assigned: TBD

Date due: TBD

Time estimate to complete this assignment: 30 minutes

Overview/Introduction

What is this lesson about? Why do we care?

This lesson is about rhetorical invention, which rhetoricians have been theorizing for centuries to help writers and speakers generate arguments. As students learn and practice rhetorical invention, they get better at analyzing other people's arguments and generating their own appropriate to purpose, context, and audience.

Learning Objectives

Basic objectives

List 3-5 learning objectives that you expect students to be able to master on their own before class.

Defining "rhetorical invention" using vocabulary from rhetorical studies

Identifying historical models of rhetorical invention from the readings

Summarizing the importance of rhetorical invention as a set of tools for generating arguments

Advanced objectives

List 3-4 learning objectives that you expect students to need help mastering.

Comparing and contrasting various models of invention

Constructing argumentative statements from various models of invention

Outlining an argumentative essay using rhetorical invention

Preparatory Activities and Resources:

1. Give detailed, action-oriented instructions for completing the Guided Practice assignment. Keep in mind that the activities should be minimal, simple, engaging, productive, and failure tolerant (see Talbert, 2017, pg. 135)

Read the appropriate chapters (TBD) of *Invention in Rhetoric and Composition* by Janice M. Lauer. Make sure to keep in mind two things: for now, we are interested in (1) what "rhetorical invention is and how it may differ from other types of "invention" that we may be more familiar with, and (2) what different models of rhetorical invention have been theorized by rhetoric scholars over the past 2500 years. As you're reading, keep track of where you find information about these two things. You will need these notes (either on a separate sheet of paper or as evidenced by marking in your book's margins) as an entry ticket to class.

2. Give a “playlist” of resources such as readings, videos, audio, or other content delivery methods that provide students the content to work with.
 - *Invention in Rhetoric and Composition* by Janice M. Lauer
 - Silva Rhetoricae (<http://rhetoric.byu.edu/>) click on “Invention” under “Canons of Rhetoric” on the lefthand side of the page.
 - Richard Nordquist, Invention (Composition and Rhetoric), <https://www.thoughtco.com/invention-composition-and-rhetoric-1691191>

Exercises: Please complete by _TBD_.

- Give a method for students to submit their work online BEFORE the face to face class meeting. Google forms, SurveyMonkey, and tools in your LMS will all work. Alternatively, give them instruction on what completed work to bring to class as an entry ticket.
- The submitted work should demonstrate students’ mastery of the basic learning objectives.

Students should bring their reading notes to class as an entry ticket.

Questions?

Give a way for students to get help.

If you have any questions, please email me at ryan.skinnell@sjsu.edu, visit me during office hours, or schedule an appointment to meet with me. I usually respond to email within 24 hours, so it’s often the fastest. You can also contact your class partner in whatever way you agreed to contact one another at the beginning of the semester. And you can also message any of your classmates via the email feature in Canvas in our course shell.

ADVANCED PRACTICE

This is given for students to complete after the class meeting in which they work together.

Class: English 105: Advanced Composition

Date assigned: TBD

Date due: TBD

Time estimate to complete this assignment: 60-90 minutes

Learning Objectives

Advanced objectives

List 3-4 learning objectives that you expect students to need help mastering in class and after class.

Comparing and contrasting various models of invention

Constructing argumentative statements from various models of invention

Outlining an argumentative essay using rhetorical invention

Activities & deliverables

1. Give detailed, action-oriented instructions for completing the assignment. Make sure to also include a reflective component.
 2. Describe what students should turn in, by when.
- Reread the examples you practiced in class. Based on your examples, construct a brief argumentative statement that reflects each of the 3 models (commonly called a “thesis” in argumentation). Then write a short Canvas post (300-500 words) in which you compare and contrast the three models you chose. Make sure to include your three argumentative statements in the Canvas post. These posts should be submitted within 24 hours of our class.
 - Some guiding questions might include: Which of the three models seemed most obvious for generating ideas about your topic? Why do you think that is? Which seemed least obvious or least useful, and why? What are some of the unique affordances and limitations of each model?
 - After you’ve completed your post, select one of the models of rhetorical invention. Using your initial practice from class and the brief argumentative statement you generated for your Canvas post, develop a full outline for the argumentative essay about your topic. This should include your central argument, major supporting claims, potential forms of evidence, possible counterarguments, and possibly useful words, phrases, or sentences you may think of. You can type or handwrite the outline, but please bring your outline to class so we can workshop them.

Resources:

3. Give a “playlist” of resources to help students complete the assignment.
 - *Invention in Rhetoric and Composition* by Janice M. Lauer

Questions?

Give a way for students to get help.

If you have any questions, please email me at ryan.skinnell@sjsu.edu, visit me during office hours, or schedule an appointment to meet with me. I usually respond to email within 24 hours, so it’s often the fastest. You can also contact your class partner in whatever way you agreed to contact one another at the beginning of the semester. And you can also message any of your classmates via the email feature in Canvas in our course shell.