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EDTL 7100

**Sequencing Rationale**

This rhetorical analysis unit moves students progressively through Bloom’s taxonomy. Students will at first learn the basic terms and ideas they need in order to be successful. From there, they will use a variety of sources to begin identifying those terms, as well as others within the texts. Finally, they will be asked to use the information they have learned to make judgments about the effectiveness of a source and the argument.

In terms of timing, this unit would be presented early in the school year (mid September) and would last for three to four weeks, depending on the needs of the students. To ensure a level playing field, the first sub-unit will consist entirely of vocabulary enrichment. While some students may be familiar with some of the terms, it is crucial that the students have a strong grasp on the vocabulary and understand the relevant concepts. Thus, a couple of weeks will be spent introducing, practicing and reviewing terms in class. Because this unit is taught to advanced 11th graders, there will be a high expectation placed on the students to independently learn many of the terms.

After the students gain a strong working knowledge of the vocabulary needed to be successful in this unit, we will then move into a transitional sub-unit. Here, students will be asked to identify the vocabulary terms within selected sources. Provided by the instructor, each activity will focus on different rhetorical terms and will become increasing complex. Thus as the students develop their skills, the hope is that they will be able to identify even the most nuanced rhetorical devices. Once a student understands the basic concepts of rhetorical devices, the purpose of this sub-unit is to move from Bloom’s definition category to application and analysis. Realizing that rhetoric does not exist in a vacuum, this is a crucial step in the process.

Finally, a majority of the unit will be spent asking students to create informed judgments about the sources they are presented with. Using their new vocabulary skills, students will be led through a variety of mixed-media texts and asked to not only identify rhetorical devices, but also evaluate the author’s use of the devices as well as the overall soundness of the argument. Within this section of the unit, the students’ skills will be on display as they work independently to breakdown a source. This section of the unit will be given the most time, as it leads up to the final evaluation, which will be a writing assignment.

Taken as a whole, this unit employs Bloom’s Taxonomy to challenge students to develop their skills in rhetorical analysis. Students are first introduced to essential concepts, then asked to identify them in context and finally asked to evaluate their implementation within a text. As the unit progresses, the students will be challenged to use higher-order thinking and constantly assess the purpose of the messages they are bombarded with on a daily basis. As mentioned in the Statement of Purpose, rhetoric is everywhere. As a teacher, I believe it is crucial to equip students with the skills and knowledge that they will need in order to make develop informed opinions.