James Schurrer

**Learner Outcomes**

***Knowledge***

* Students will be able to (SWBAT) define and understand rhetoric, speaker, context, message, ethos, pathos and logos
* SWBAT define the following logical fallacies: Ad Hominem, Hasty Generalizations, Post Hoc, Appeal to Tradition, Appeal to Ignorance, Dicto Simpliciter and Appeal to Authority
* With every primary source, SWBAT identify the speaker, context and message
* SWBAT define and recognize the literary terms within a text

***Comprehension***

* SWBAT explain the purpose of the rhetorical triangle and discuss its importance
* SWBAT give an example of each logical fallacy that we have studied
* SWBAT comprehend the pervasiveness of rhetoric in society

***Application***

* SWBAT to apply their knowledge of rhetoric to a diversity of sources, including speeches, articles and commercials
* SWBAT demonstrate their knowledge of logical fallacies by identifying them within sources
* SWBAT use the Aristotelian method to show how speakers use rhetoric within their argument
* SWBAT use the “SoapsTone” technique to determine the context and occasion of an argument

***Analysis***

* SWBAT analyze the ways in which an author uses rhetorical devices to supplement the argument
* SWBAT differentiate between effective appeals to the audience and ones that are unfounded
* SWBAT identify logical fallacies and analyze their purpose within a text
* SWBAT identify and critique an author’s use of literary terms

***Synthesis***

* SWBAT explain the ways in which various authors utilize rhetorical devices in their texts
* SWBAT explain to their peers the importance of the rhetorical triangle
* SWBAT generate their own text, using rhetorical appeals they have learned

***Evaluation***

* SWBAT evaluate the effectiveness of an author’s use of ethos, pathos and logos
* SWBAT compare sources and determine how rhetorical devices are best used in the sources.
* SWBAT ultimately conclude the overall persuasiveness of a source.