

Visual Argument Introduction

Planned for 03/07/18

Goals:

- Practice visual analysis using a variety of material
- Introduce reverse outline
- Encourage critical yet generous readings of texts
- Better understand the role that ideology plays in argument

Readings:

- “What is Poi?”
 - <http://hawaiiindependent.net/story/what-is-poi>
- “The Essential Guide to Taro”
 - <http://www.honolulumagazine.com/Honolulu-Magazine/December-2017/The-Essential-Guide-to-Taro-How-Kalo-is-Eaten-Around-the-World/>

Content:

- Review rhetorical triangle
 - Logos = Logic or Evidence
 - Pathos = Emotion
 - Ethos = Ethics, Credibility, or Authority
- Introduce Kairos
 - Kairos refers to the opportune moment or, in the case of rhetorical appeals, the moment in which the text appears.
 - Think about the ads we looked at on Monday:
 - What was the kairotic appeal in the Dodge commercial with Clint Eastwood? How about the other Superbowl commercial with the Dirty Dancing reference?
 - Put yourself in the shoes of the intended audience. How effective was that appeal in either case?
- Pass out “What is Poi?”
 - Have a student or students read it aloud
 - What are three examples of appeals to Logos?
 - To Pathos?
 - To Ethos?
 - To Kairos?
- Reverse outlining
 - Identify the thesis statement
 - In one or two words, what is the main idea or ideas in the first paragraph? If more than one, where are the other ideas introduced? Write those two line summaries in the margins where the idea is introduced.
 - Does the topic sentence introduce those ideas? Does it relate back to the thesis?
 - What are the key pieces of evidence in the first paragraph? Underline them.
 - Repeat for all body paragraphs.
- “The Essential Guide to Taro”

- Pull up just the image and title: Ask students what they see. What do they notice? What is the key argument? What are the primary appeals? How effective is the argument?
- Pull up full text: How does the text change the argument? The effectiveness of the argument?

~5 minutes for review of rhetorical appeals

~5 minutes for Kairos

~10 minutes for “What is Poi?”

~15 minutes for reverse outline

~10 minutes for “The Essential Guide to Taro” and questions

Reflection:

Overall, the lesson went very smoothly. Our class is already, for the most part, cooperative and talkative, so it was not as difficult to get discussion going. Everyone seemed a little tired this morning, so it took a while to get answers to some of the questions.

Going through the lesson step-by-step, I had to backtrack when talking about Kairos at first. They understood the concept but had some trouble applying it to the commercials we had watched on Monday (03/05). The instructor and I walked them through the Dodge commercial (2012) (<https://www.youtube.com/watch?v=DQ4AzAdqPnI>); then they were able to look back at our discussion from Monday and recognize the kairotic appeals in the Dirty Dancing commercial (2018) (<https://www.youtube.com/watch?v=KUoD-gPDahw>). In the discussion about the effectiveness of the kairotic appeals and the argument overall in each, many of the students had a lot of good thoughts.

One student jumped all over another student who mentioned the fear that has been at the center of a lot of political rhetoric and how the Dodge commercial effectively acknowledged and utilized the moment to sell trucks. It smoothed itself out though because the attacked student called out the bullying behavior, and I was able to turn it into a lesson about the effectiveness of pathos and the ways in which an argument can be effective to a larger group even if it's not effective with an individual (stepping into someone else's shoes).

When that same bullying student jumped all over the instructor, we both jumped in. She shut down his abusive language and then I rerouted the conversation to focus on the root of the problem this student has been having. He keeps arguing that other world views, particularly the instructor's, are, in his words, “patently wrong.” I pointed out that two views can be correct at the same time and that, when it comes to the rhetorical triangle and argument, it doesn't matter if the person is “wrong” or not. It only matters if they believe it strongly enough for the appeal to be effective.

From there, we moved on to the “What is Poi?” article which effectively depoliticized the conversation. I had them read the article aloud, which they clearly only tolerated (but I'm okay with that) and then went through the rhetorical appeals. They had some good insights, and we eventually got to the deeper argument of the article. I chose the article because it is so difficult to dissect. Since many Hawaiian writers of the nineteenth and early-twentieth centuries did not like to just come out and say what they intended to say, the students really had to look below the

surface in order to find the central argument. It did make the reverse outlining a little bit slow, which some of them may have found frustrating, but I think it will make their own reverse outlining much easier. Plus, there are some good points in the article where they felt that the writer had not organized the argument well, so I was able to show how they will use that same kind of observation to revise their own papers and to help their peers revise.

By this point, we only had five minutes left in class, so I just pulled up the image from “The Essential Guide to Taro” and let them have fun talking about it for the rest of class. I’ll add the text on Friday. We have plenty of time on Friday, so I’m not worried about adding extra.

Overall, I think I fit the timing pretty well and the class seemed to go well.