



Harmony at the Key: Conversations on the Court

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This curriculum unit is recommended for:
AP English III Language and Composition

Keywords: rhetorical situation, rhetorical appeals, hypophora, rhetorical question, antithesis, concession, distinctio, refutation, procatalepsis, anaphora, epistrophe, symploce, premise, commonplace, conditional syllogism, asyndeton, contradiction, enthymeme, deduction, induction, anadiplosis, conduplicatio, argument, counter- argument, logical fallacy.

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: This curriculum unit focused on using rhetorical devices in order to read, write, and discuss arguments in text or media based on the role and value of sports in college athletics. The American Sacred Values seminar examined the myths of this nation's cultural traditions -- pledge of allegiance, parades, funerals eulogies, weddings, Black Friday holiday sales etc., for civil religious content. Cultural performances, anything that supports the mythology of the nation, if questioned or challenged can expose the hypocritical myths our nation values. In this unit, students were instructed to apply rhetorical terminology to text or media in order to describe the argument the writer or cartoonist presents. In this unit, students considered how the application of rhetorical devices drives the comprehension of text and used that understanding to develop evidence and commentary to satisfy the argument(s) made by the author. Using conditioning protocol in basketball practice, students argumentatively engaged with the text and each other through *The Block*. To culminate this verbal and written practice, students concluded with a *Basketball Seminar* complete with referee, coaches, players, benchwarmers, rhetorician and timekeeper. With the use of rhetorical devices to engage in and sustain an argumentative conversation, students experienced how emotion and logic found in writing or media shapes a person's feelings, thoughts and actions.

I plan to teach this unit during the coming year to 26 students in English III AP Language and Composition to 11th graders.

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Introduction

Rationale

My intention in designing this curriculum unit was to help students understand that the meaning of a word is more than a definition. The meaning of a word is found when applied properly in writing, reading, speaking or listening. In AP Language and Composition, it is language that drives the reading, writing and composing of an author's argument. The analogy that fits best with this learning sequence would be playing a sport. Playing a sport is fun, but playing a sport well is technical. Just as there is a language to understanding a writer's argument, there is a language to understanding how to play a sport. Rhetorical vocabulary helps students see more than just words that are tricky to pronounce, it helps students see how the applied meaning of the word(s) influence the style and logic of an author's writing while communicating a persuasive message. Teaching students rhetorical vocabulary to read text persuasively shows them how to carve out the tangential from the essential, opinion from reason, and emotion from evidence.

School Demographics

Zebulon B. Vance High School is a Title I comprehensive high school located in University Research Park in Charlotte, North Carolina. Vance High School offers various courses, at different learning levels, in order to meet student needs while helping them achieve academic and personal success. The school's Advanced Placement course offerings include English Literature and Composition, English Language and Composition, Calculus AB, Spanish Language, U.S. History, Psychology, and Human Geography.

This unit is designed for my AP English III Language and Composition class. This course primarily focuses on non-fiction writing and the techniques behind reading, writing, speaking and listening to all forms of persuasion. The English department at Vance is comprised of four levels of English. The AP English Language and Composition course is a one section, yearlong course that meets on an A/B day schedule.

My current students have not enrolled in a pre-AP course, so their knowledge of rhetorical terms and their function in speech and written text is minimal. Notwithstanding, over the summer, students were instructed to purchase a copy of Jay Heinrich's book, *Thank You For Arguing*,¹ as it would introduce them to the relevancy of rhetoric in a post-modern culture. Their summer assignment required them to use postmodern media through the perspective of four major sections found in Heinrich's book. At the start of the 2018 school year, fewer than three of 26 students purchased the book to complete the assignment. Because of this, I have had to think of creative ways to incorporate the ideas of Heinrich's book into the daily lessons of the course.

My interest in creating a unit for the AP English Language and Composition students is to explore a creative way to approach the demands of this course while teaching within its prescribed boundaries.

Objectives

Objective I

Students will explore the rhetorical devices writers use behind the topic of pay-to-play, not merely the topic of pay-to-play itself.

Objective II

Students will discuss and annotate the rhetorical effect, identify rhetorical appeals, analyze the social values and rhetorical situation of selected texts on the reader.

Objective III

Students will use rhetorical terms to discuss articles in informal peer-to-peer warm up practice sessions (The Block) during classroom time and a formal seminar (Basketball Seminar) in the classroom.

Content Research

My curriculum unit was informed by my misinformation about what to focus on when it came to teaching this course. Internet resources are replete with worksheets, suggested readings, writing templates, cool mnemonics, teacher blogs, student blog posts, sample student writing, click-and-take activities, etc. A teacher, if not operating with a sense of careful consciousness, can become immune to the reality that if he/she does not begin at the beginning with students-- teaching students how to weave rhetorical vocabulary into what they are reading for the course, then he/she is prone to operating in **instructional autopilot frustration**. *I mean, I gave them the work, why didn't they get it? Or I read it, but even I don't get it.* The rhetorical terms, the work, the reading, the writing has to be taught. It has to be taught to them and the teacher has to teach it **with** them--not merely give it to them. Allowing students an opportunity to learn, practice and receive teacher feedback on rhetorical language and how to apply it effectively to what they read *before* they begin writing, will help the student understand that their position and the author's perspective is central to the text, not their personal feelings. In rhetoric, effective reading analysis comes from applying rhetorical devices to the author's work. Without these terms, they will read primarily for comprehension, not for analysis of the author's intent to engender a position. In rhetoric, the rhetorical devices bridge the gap between reading for meaning and reading an argument.

Aspects of the "American Sacred Values" have also informed elements of my unit "Harmony at the Key: Conversations on the Court." In the AP class, students receive readings related to the great pay-for-play debate among college athletes. Within this discussion, there is a pattern of behavior that has been underscored within the readings for the American Sacred Values course: social fact and the American project. Durkheim's essay *The Rules of Sociological Method*, 8th ed, defines a social fact as "every way of acting which is general throughout a given society, while at the same time existing in its own right independent of its individual manifestations."² In other words, a person realizes there are certain accepted behavioral norms imposed by society. Although these are imposed behaviors, there is room for an individual to challenge that behavioral modality, even if only in his or her mind. Finding ways

not to conform to daily social behavioral norms in order to interact successfully with the general population is the current trend for some in postmodern America.

What I have found within the scope of this sports unit are writers who have challenged the structure and values of intercollegiate athletics--specifically, the NCAA and its requirement that college athletes must maintain amateur status. For example, Michael Rosenberg, argues that an NCAA overhaul is needed in order to decrease the corruption that is running rampant among college sports³ while Joe Posnanski argues that "college athletics is not *about* the players, college athletics is *for* the players."⁴ In both articles, the writers invite the students to study the techniques they used to craft their individual arguments regarding the pay-for-play debate. In the initial paragraph of Rosenberg's essay, he draws readers into his argument using the rhetorical technique of commonplace by recalling age-old practices that have become the all too familiar American tradition at public athletic stadiums "we pack college stadiums, raise the American flag, stand quietly as a marching band plays 'The Star-Spangled Banner and cheer for a sport that prohibits capitalism.'"⁵ This technique uses multiple rhetorical strategies--asyndeton as well as a contradiction. The initial sentence of Rosenberg invites students to explore the multi-layered argument he places at the beginning of this essay through his clever stringing of verbs "pack...raise...stand...plays...cheer,"⁶ that reveal our eager anticipation to view passionate collegiate sport playing at stadiums across our country. This sophisticated trope conveys Rosenberg's ability to appeal to the traditional values his readers hold toward the idea of sports yet reveals how even the readers have become caught up in this web of player exploitation by the NCAA as surreptitious spectators. It is the manner that Rosenberg has constructed his essay, his argument, that I want students to explore for rhetorical effect.

Within the course "American Sacred Values," I learned that American civil religion is a way of selecting certain values to be transcendent standards by which the nation can be held accountable--values such as freedom, democracy, equality before the law, justice, fairness, equal opportunity, etc. At best, we use those values as standards by which to judge our everyday practice and behaviors. Rosenberg's essay opens with a description of an average Saturday morning for the average American football crazed family. "Every Saturday in the fall, we pack college stadiums, raise the American flag, stand quietly as a marching band plays 'The Star-Spangled Banner,' and cheer for a sport that prohibits capitalism."⁷ The NCAA and schools with big-time sports teams are cynically using the national values of patriotism, etc., to exploit college athletes.

In the course seminar, our discussion centered on myth, ritual and a religious perspective. For me, I saw the link between the aficionado nature of field and court sports (football, basketball), ritual and religion. In the seminar, we learned that culture is the transmission of symbolic knowledge from generation to generation. For me, I would parallel that statement with football and basketball. Woven into the fabric of American society is a symbolic behavior and almost ritualistic love affair with watching sports. It has in a sense, become a secular religious experience. This idea of a religious experience echos an idea from anthropologist Clifford Geertz that we discussed during the seminar: "religion gives us moods and motivation--it makes the conception of a general order of existence really real."⁹ For the football and basketball fanatic, it is the pomp and circumstance cited by Rosenberg in his essay. Ultimately, what Rosenberg identifies in the first sentence of his essay and what The American Sacred Values course revealed to me is that the mythology of college sports is challenged. While the NCAA

and big-time college sports institutions use ritual and tradition to defend the status quo, current and former college athletes, sports commentators and sports writers question what it means to be an amateur athlete in today's culture. They claim that justice to the athletes requires that they share in the revenue that their athletic performance generates.

In support of this claim, the article by Veronica Majerol "Should College Athletes Be Paid" further illustrates this argument. Her essay centers more on the concessions that the NCAA is being forced to accept because of court rulings. Majerol opens her essay inductively, allowing students to see the strategic argumentative moves she makes. "Big time college football and basketball programs generate billions of dollars a year in TV and marketing contracts, ticket sales, and merchandising. The NCAA (National Collegiate Athletic Association) gets a cut, universities get a cut; coaches get a cut. The only ones not cashing in, it seems, are the players themselves."¹⁰ Majerol's use of epistrophe is not only effective, but it forces the reader to see how she uses repetition to stress her discontent at seeing the blatant exploitation of passionate youth at the hands of large institutions, organizations and people who are in direct contact with the players. Ultimately, students discuss the rhetoric of the article, but I want the students to see how knowing the devices forces them to see more than just the argument Majerol makes, it forces them to see how her writing style lends itself to analyzing the rhetorical situation and even leads a reader to question "Well, just *how* big is the cut?" The way a writer uses language to make a point affects the way a reader reads the writing to be convinced of the point the writer is making. It is essential that AP Language and Composition students understand that.

It is also essential that the teacher realize the critical importance of creating opportunities for providing oral and written feedback to students as they learn the terms, while they are applying the terms in oral communication and written form and as they interact with each other and with the teacher using the terms. Full implementation of the use of rhetorical strategies does not begin with the students writing terms in a notebook, in a timed writing, or in a written assessment-- it begins with the teacher interacting with the students daily, providing direct instruction by using the terms with them to push vocabulary integration in the classroom so everyone becomes immersed in a larger rhetorical conversation.

The students I am working with have never seen or heard these rhetorical terms used before. Most of the students are unfamiliar with how to pronounce them. Moreover, all are afraid of using them because, to them, these words are as unfamiliar as a foreign language. Therefore, for this reason alone, ongoing instructional feedback, practice and verbal interaction with the students with the terms will help them see that they can understand them, use them as they read and write sentences that include the application of the words meaning successfully. Students need to hear examples of the words in the classroom, in real time in order to make associative connections to what they are reading and writing in other classrooms.

My class meets on an A/B day schedule. Initially, I planned this sports unit for eight classes; however, with unexpected school closings due to hurricane weather and pacing concerns, it has increased to eleven classes. There are multiple factors to consider when implementing this unit with my students: prior knowledge of rhetorical terms, changing

student-learning habits, reading assigned text(s) outside of class and completing annotations prior to class.

The challenge in using rhetorical terms is that engaging students in the implementation practice of speaking rhetorically without any prior knowledge of rhetorical devices can lead to many blank stares and silent mouths. It is important not to give up because students can learn the terms. It is imperative that the teacher continue to coach the class into realizing that, with independent practice at home and teacher use of the terms repeatedly during class, in written feedback, in concrete examples of the terms used through YouTube videos or other coursework, which requires them to read and reason, the language and reading will sync. In addition, it is through the teacher's use of personal anecdotes, analogies and positive accolades when they try to use the words in class discussion that will make the difference for students. Because of these efforts, students will rise to the occasion and want to speak, think and reason in class discussion using the rhetorical language they demonstrated significant reticence towards.

Instructional Implementation

The AP curriculum requirements, set forth by the College Board,¹¹ mention the need for teacher instruction and feedback to student writing assignments. The need for teacher feedback is mentioned at least six times throughout the goals in the 2014-2015 course description for listed scoring components. Feedback on student use of rhetorical terms not only increases student engagement, but it helps them understand whether they are incorporating rhetorical language effectively in class conversations and written assignments.

Turn and Talk/I Heard Someone Say

As a result, for this unit, I found the informal speaking protocols of “Turn and Talk,” “I Heard Someone Say” enormously helpful in allowing students to process their own thinking about the rhetorical terms. The speaking protocols is what has helped students discover, process, question and clarify misunderstandings or interpretations of terms. It also provided them a confidence platform to question me when groups of rhetorical terms were not making sense to them because on appearance it seemed that a group of words (anaphora, symplece, epistrophe) did the same thing. They could not delineate the difference in order to see its function appropriately. It was at this point I knew when to slow down or readjust my instructional plan to fit their learning needs.

Spence Rogers, PEAK instructional guru, promotes the use of “Turn and Talk” in his textbook *Teaching for Excellence* and as well as in his multi-day seminars.¹² In my experience with this teaching tool in his summer seminar session and in the classroom, I found it helpful to process information with the students in real time.

“Turn and Talk” is an instructional speaking protocol where students are given an opportunity to verbally process with a table mate what they have seen, what was learned from what they read, questions they have or ideas they would like to share.

As a way for me to “fish” for feedback from that discussion, I implement the speaking protocol “I Heard Someone Say.” This is a protocol where the teacher calls on

various students to ask, “What did you hear someone say?” The key to this protocol is for students to begin the sentence with “I Heard Someone Say,”¹³ allowing the focus to be on what was said and not who said it. In this speaking protocol, the student would determine a key idea or point that was made in the discussion with his/her elbow partner and share it with the entire classroom. The outcome of this protocol is real time student processing and feedback from implementing these two protocols consistently.

As a way to incorporate writing in this speaking sequence, students would follow up this discussion with a rhetorical sentence writing exercise. In this exercise, titled “This Says That,” the students would use the reading discussed during the “Turn and Talk” and “I Heard Someone Say” protocols to write down the central idea on an index card. On the board, I would have listed at least three rhetorical terms that the class has studied previously. I had students review the central idea they identified on the index card, select a rhetorical device from my shortlist on the slide and write a central idea of the article by applying the meaning of the rhetorical term. As a way to provide scaffolded support, a slide is shown that shows a central idea I found in the article and how I used each term listed to write a sentence that expresses the central idea rhetorically. Students then took their “This” the central idea and wrote “That” a sentence that used terms students struggled with during the speaking protocol.

TYFA (Thank You for Arguing) 5 Minute Read--The Golden Line

As a way to incorporate more of the premise behind rhetoric, and to provide students with that foundational structure that was missed from the majority of the class not completing summer reading project, I have implemented a golden line reading session of Jay Heinrichs book *Thank You for Arguing*,¹⁴ during class. In this instructional strategy, a subsection of a chapter from Heinrich’s text is read. The chapter that is selected lines up with the instructional sequence for class. Over the course of days or maybe even weeks, depending on how long a chapter is, students engage in reading silently for five minutes each class period. During the reading process, students have highlighter in hand or on a device, and while reading, mark any golden line sentences. A golden line sentence is a sentence that is interesting, memorable, insightful or significant. Once time is called, students will share their golden lines by “popcorn reading.” Even if two or more students shared the same sentence, they read and re-read the same golden line. As a way to capture the ideas that have swirled about the classroom, I will write on chart paper any “takeaways” from that reading session and any questions they have about what they read. The questions they tell me anchors in the “classroom cloud” to revisit at the conclusion of each chapter read during class.

Contrasting Rhetorical Terms

As a way to get students increasingly comfortable with understanding how the rhetorical devices are different from each other, I have students contrast terms. On a sheet of paper, students either fold or draw out a T-chart. They have two rhetorical terms to contrast, for example, hypophora and rhetorical question. On either side of the t-chart, students are to define each word. After each word is defined, they raise an objection to a commonplace

argument using each rhetorical term. The function of the commonplace in rhetorical writing is described in detail in Heinrich's book *Thank You for Arguing*.¹⁵ Since this is a book used continually during class, students read, reflect and comprehend what a commonplace is and are able to formulate an argument using one immediately in this practice exercise.

Vocabulary to Learn (VTL): Hula Hoop Challenge *Three Person Pyramid*

Trios form a pyramid. Each person has a hula-hoop. Everyone begins to hula-hoop at the count of three. The first person to drop the hula-hoop has to define a word on the vocabulary list posted in a prominent place outside. If the person is unable to define the word, they step out of the pyramid and the next person in line replaces them. A word can be defined once. Students can come up with as many examples as possible for the same word, but its definition is said once. The person who is able to remain in the pyramid the longest wins.

Vocabulary to Learn (VTL): Red Rover, Red Rover

Students face parallel to each other. In the spirit of the childhood game Red Rover, students state the following "Red Rover, Red Rover send procatalepsis right over," and a student from the opposite side states the meaning of the word. If the defined word is correct, the student moves to the opposite side. If the defined word is incorrect, the student does not move to the opposite side. Each line side takes turns. The goal is to gain as many people on one side as possible in order to win.

Vocabulary to Learn (VTL): Elements of an Argument Matrix

There were many students, who upon receiving teacher feedback, did not revise their commonplace slide using *distinctio* because it was not being "graded." For this exercise, they received a scoreguide and work in teams of two or more. I strongly discouraged solo efforts, as I wanted students to engage in meaningful discussion as they unpacked definitions of argumentative rhetorical vocabulary as written. Using Heinrich's TYFA *Thank You for Arguing*¹⁶ book, students have a list of terms with corresponding pages to choose from and define (premise, induction, deduction, syllogism, and enthymeme). As a team or pair, the students locate the word as Heinrich's uses it in his book. They consult online sources for further clarification if necessary. As a pair or team, students read through the definition, analyze its meaning and write a three to five word explanation, provide a google image that symbolizes the meaning of the term and an example of how the term functions in a sentence or in a writing example. The slide is evaluated using a scoreguide that identifies whether the student was able to interpret and verbally express the meaning of the argumentative term in 3-5 words while including an example of how the word functions in writing or in a sentence.

Choice Board: You Pick 2, Must Do 1

As a way to involve students in analyzing the rhetorical claims made by authors in the sports unit while using rhetorical terms to understand how the writer expressed those claims, I

have created a choice board. This choice board allows students to select any two squares to complete while anchoring the class in one square that I select for a whole class discussion. These squares for the sports unit focus on reading for rhetorical claims, situations, appeals and devices. In this choice board, the student selects a question. After the question has been selected, they are to read the article(s) that accompanies the question. As students read the article(s) they are to annotate for the specified devices mentioned in the question. Once they have completed that, they are to answer the bold faced question about claim of value, fact or policy using evidence from the article to frame their paragraph response.

This is where the intersection of ideas surrounding the American Sacred Values course and rhetorical terms intersect. In rhetoric, there are three claims: fact, value and policy. In any rhetorical claim, it must be arguable, in other words, there must be some tension present in the statement in order to call it a claim. Providing students with the opportunity to explore the claims made by the authors in these articles related to pay-for-play invites ideas surrounding social fact.

One of the ideas that students are invited to explore in this choice board would be to determine how the writer uses rhetorical devices to make a claim of value (whether something is right or wrong, good or bad), a claim of fact (whether something is true or not true), or a claim of policy (proposal of change). As this relates to the great pay-for-play debate, students will be able to determine whether the rhetorical issue surrounding pay-for-play is a claim of value, policy or fact.

The interactive strategies above are all precursors to *The Block* and Basketball Seminar. Students must be introduced to and have time to verbally practice with peers and whole class using the rhetorical terms comfortably before beginning an extended discussion in a seminar or informal debate where they will rely on their knowledge of rhetorical devices in order to take a position to argue the author's intention rhetorically.

The Block: Basketball Seminar Warm Up

The block is the key warm up exercise students participate in prior to Basketball Seminar. The block is a way to encourage their exploration of rhetorical language through simulating this sport practice. This exercise has the students read a teacher selected statement taken from an article they have currently read. The students take a position based on the statement (SA-strongly agree or SD-strongly disagree) and walk to that corner of the room. In that corner, the group assembles to prepare an argument using four statements (claim, counterclaim, procatalepsis, syllogism) in a five minute time frame. Neither side knows who is going to speak first, so each side prepares as though they are going to answer all four statements. Once time is called, a spokesperson for each side is chosen by the group. This spokesperson is allowed to tag in for support or take over if need be, but he or she will lead the four rhetorical term argument with the opposing side. When both sides are ready to argue, they meet in the center of the room. The "jump ball" is the childhood game of "rock-paper-scissors." The winner of the "jump ball" determines who gets to go first. Both sides respond to each other in order of the rhetorical terms. Student A makes a *claim* about the statement displayed on the board. Student B makes a *counterclaim* to student A's claim.

Student A uses the counterclaim made by Student B and responds using *procatalepsis*. Finally, Student A ends the discussion with a *conditional syllogism*.

To conclude this argument, there are two students who stand on the “sideline” preparing a Jerry Springer-like “final thought.” Once both sides have argued, the sideline duo shares a final thought, everyone takes a seat and in their assertion journal write down their personal response to the teacher selected statement on the board.

Basketball Seminar

In order to participate in this seminar, the following roles are needed: benchwarmer, referee, coach, player, rhetorician, timekeeper. The referee oversees the entire “game.” He or she is given a class roster. On this roster, he or she makes annotations of how points will be collected before and after half time. The referee’s secondary role is to consult with the rhetorician during play to clarify any possible point deductions or the accuracy of statements made by individual players to increase points.

The benchwarmers role is to ride the bench and get in the conversation when they see a member of their team struggling to come up with a counter argument, evidence or a clear claim. This player substitution is only allowed to make their comment and move back to their seat. They are not allowed to replace a player. Their role is to relieve a player in a noticeable tight spot.

The rhetorician notes impressive or persuasive statements and shares these golden lines at half time. The rhetorician also identifies fallacies made during the first half of the discussion and explains what can be done to avoid using fallacies on the court. In addition, during half time, the rhetorician is responsible for sharing glows and grows to push the conversation into a new direction or to redirect the focus of the flow between players.

The coaches role is to support the claims, counterclaims and evidence the players use to sustain their argument with the opposing team. The coach is not allowed to speak for the player, in other words, the coach cannot switch seats with the player because he/she feels that the player is not saying what the coach wants him/her to say. The job of the coach is to get the player to sound like him/her. The coach has to coach the player into being a better “speaker” by sharing key quotes, appropriate connections, text evidence, analogies, and effective commentary. If the coach is unable to work with the player, in other words, if the coach is unable to get the player to understand how to communicate his/her ideas to the player, he/she can call for a 45 second timeout and select a bench warmer to cover the players spot for two minutes of discussion time.

The player’s role is to discuss with others on the “court” his/her views of the claim from the warm up round *The Block*. In discussing, the player has to be careful not to travel (talk too long) or get a technical foul (any type of interruption or interjection of an opposing team) during their turn to speak or the referee will put down points lost for that individual player. If necessary, the player is allowed to call timeout in order to regain control of the court, to retain order or to comment positively or negatively on a team or on a player. Players are

allowed to perform ankle-breakers, giving a strong argument or strong rebuttal that results in ooh's or aah's from the crowd. These player moves are worth three points.

Depending on the amount of people available to play, the "court" can be set up five on five or three on three. I would not recommend two on two because there needs to be enough players to allow varying viewpoints and perspectives to sustain tension in the discussion. The room would need to be set up to accommodate the players on the floor, so the chairs would need to be set up in a crescent or ark shape--each half facing the other half.

Each team would decide which side goes first, so they would "jump ball" or play rock, paper, scissors. An alternative option would be to flip a coin. Once it is determined which side speaks first, both jump ball players return to their corners of the room to "huddle up" with their team and decide on their speaking plays against the opposing side. When huddle up time is called, the timekeeper formally explains his or her role. He or she is responsible for calling out a 10-minute "court play" time in 3-minute intervals. The first half of the "game" is set to play for 10 minutes. Within those 10 minutes, there is half-time at 5:00 minutes and a one-one minute and thirty second break for coaches to immediately conference with their players about their first quarter performance.

During half-time, the referee shares the point score for each player, and any penalties or lost points for fouling an opposing team player or any verbal interference. Also, during half-time, the rhetorician shares insightful commentary. The rhetorician also gives feedback on the quality of the arguments, counterarguments and any fallacies mentioned during play. The second half of the game is played with the same 10 minute "court play" time in 3 minute intervals. The timekeeper reserves the right to increase play time based on the quality of the oral discussion taking place between both teams. At the conclusion of the game, it is a good idea to check the pulse of the players by using an exit ticket. The exit ticket gives the teacher an overall sense of how they felt as a participant in the game. Player and coach prep for this game consist of the article or book that has been read and annotated prior to court time.

Basketball Seminar Part II

In first round of Basketball Seminar, the students focused on diving deeper into their informal debate during *The Block* using coaches, players and setting up a team to play on the classroom court. In the second round of Basketball Seminar, the students prepare "speaking plays" and go through a mini conditioning prior to the actual seminar.

In preparing speaking plays, the coaches from either side (strongly agree and strongly disagree) meet in one corner of the room. Once the coaches huddle in "Coaches Corner" they discuss the chapter or paragraph(s) they will analyze with their players during play time. Once that decision is made, the coaches break out in two corners of the room--strongly agree coaches meet up to discuss the central idea of the text and how they can tie in comments made from *The Block* with text evidence for supporting their viewpoint to work with their players while the strongly disagree coaches meet up to to discuss the central idea

of the text and how they can tie in comments made from The Block with text evidence to counter the opposing teams viewpoint.

In the “Players Pen,” a similar set up takes place. All players meet in the “pen” or corner of the room to select which chapter or paragraph(s) they want to run against the opposing team, then break out into two corners of the room--strongly agree corner and strongly disagree corner. In the opposite corners of the room, the players meet to discuss how to make their plays using “Player Play Card.” The player play card consists of three possible moves--the assist, the double dribble and the AndOne. In the player’s pen, players decide how they can use these moves to discuss the way the author used language to make his or her point.

As a final conditioning move before the second round of play, the coaches and players meet together to discuss strategy moves with the selected text against the opposing team. During the game, players and coaches are given check sheets to fill out. These check sheets provide visual reminders to the coach and player to make particular learning moves during the discussion. It is possible for the coach to use this check sheet to call a :30 second timeout to change what his/her player is saying.

As part II continues, the sequence of play is as follows: players from both sides discuss prepared arguments in a volley style for the first five minutes. No hands are raised, the conversation is natural and each person speaks directly to the opposing player. In this discussion, there are speaking restrictions they can lose points for by the referee. The penalties for violating speaking restrictions are the same as in Basketball Seminar part I. At half time, coaches are allowed to speak with their players for 1:30. During this time, the rhetorician shares insightful comments from the players as well as reports any fallacies. As a way to balance the load of note-taking, the rhetorician can partner with another student so one will take notes for the first half and the other will take notes after half time. Following the rhetorician, the referee provides the point spread for individual players.

In all, providing students with the opportunity to speak the language of rhetoric with their peers in a meaningful context brings the content to life in a fresh way. It crystallizes all of the rhetorical vocabulary study, reading, writing assignments and mini-lectures because they are given a chance to practice speaking argumentatively with their peers in a format that is familiar to sport enthusiasts, but also engaging for the average spectator.

Appendix #1 Implementing Teaching Standards

AP Language and Composition: Syllabus Development Guide

AP Language and Composition Curricular Requirement

The course requires students to write in informal contexts (e.g., imitation journals, journal keeping, collaborative writing, and in-class responses) designed to help them become increasingly aware of themselves as writers and/or aware of the techniques employed by the writers they read.

AP Language and Composition Scoring Component 3

The course requires students to write in informal contexts (e.g., imitation journals, journal keeping, collaborative writing, and in-class responses) designed to help them become increasingly aware of themselves as writers and/or aware of the techniques employed by the writers they read.

During Jay Heinrichs TYFA *Thank You for Arguing*¹⁷ 5 Minute Read, students will actively annotate text and use assertion journals to self-select essential points he raises in his book.

To become aware of the techniques writers use students will participate in rhetorical vocabulary memory games such as Hula Hoop Challenge: Three Person Pyramid and Red Rover, Red Rover.

To become aware of the techniques writers use, students will understand how pairs of rhetorical terms can differ in meaning by graphically analyzing each definition then writing a commonplace objection using each term.

To become increasingly aware of techniques writers use, students will create vocabulary slides to summarize and apply the word's meaning to a example or sentence the student creates.

AP Language and Composition Curricular Requirement

The course requires non-fiction readings (e.g. essays, journalism, political writing, science writing, nature writing, autobiographies/biographies, diaries, history, criticism) that are selected to give students opportunities to explain an author's use of rhetorical strategies or techniques. If fiction or poetry are also assigned, their main purpose should be to help students understand how various effects are achieved by writer's linguistic and rhetorical choices. (The College Board does not mandate any particular authors or reading list, but representative author's are cited in the AP English Course Description.)

AP Language and Composition Scoring Component 7

The course requires nonfiction readings (e.g., essays, journalism, political writing, science writing, nature writing, autobiographies/biographies, diaries, history, criticism) that are selected to give students opportunities to explain an author's use of rhetorical strategies or techniques. If fiction or poetry are also assigned, their main purpose should be to help students understand how various effects are achieved by writer's linguistic and rhetorical choices.

Students will explain how an author's claims in pay-for-play articles drive his/her use of rhetorical language to make an argument by completing choice board activities.

Students will explain their position of an author's claim in a four part pre-seminar speaking protocol titled *The Block*.

Students will support or refute claims made from articles and text read in order to make an argument and support that claim with rhetorical techniques embedded in text evidence in a peer-collaborated Basketball Seminar.


Appendix # 2 Instructional Slides

TYFA 5 Minute Read

Chapter ____

1. Read it “Title of Subsection goes here”
2. Underline as many **golden lines** as you see.
3. “Popcorn Read” aloud your sentence(s)
4. Let’s capture the questions and takeaways you have from this reading moment on chart paper.

VTL: Elements of an Argument, Choice Board: You Pick 2, Must Do 1, Warm Up *The Block*, Basketball Seminar

VTL: ELEMENTS OF AN ARGUMENT  GRADED

1. Design a slide that shows the meaning of premise . P. 132-133 TYFA	2. Design a slide that shows the meaning of induction . P.380 TYFA	3. Design a slide that shows the meaning of deduction . P. 380 TYFA
4. Design a slide that shows the meaning of sylogism . P. 130-131 TYFA	5. Design a slide that shows the meaning of enthymeme . P.132 TYFA	6. Using the SOAPStone graphic organizer, share your passage and analysis section of Rosenberg's essay with the people at your table. As a group, vote for the best analysis. Then using the "I Heard Someone Say" protocol, share that analysis with the entire class.

#1-5 complete and upload your slide to google classroom.
#6-ALL-#1-5 your choice (all vocabulary words must be covered)

You Pick 2, Must Do 1 College Sports and “Pay for Play”

1 Parenthesis and Hypophora Read article “College Athletes Are Already Paid,” and “Should College Athletes be Paid?” How does the use of parenthesis and hypophora help the writer to make his claim of value, policy or fact in the article?	2 Rhetorical Appeals and Rhetorical Situation Read the article “College Athletes Are Already Paid.” How does the use of rhetorical appeals and identifying the rhetorical situation help the writer make the claim of value, policy or fact in the article?	3 Rhetorical Appeals and Hypophora Read the article “Mike Jones: Pay Up College Athletes Deserve a Salary.” How does the use of rhetorical appeals and hypophora help the writer make the claim of value, policy or fact in the article?
4 The Sylogism Share your sylogism for “College Athletes are Already Paid with their Education.” What does the sylogism reveal?	5 The Enthymeme Share your enthymeme for the article “College Athletes are Already Paid with Their Education” and “Mike Jones: Pay Up College Athletes Deserve a Salary.” What does the enthymeme reveal?	6 Induction or Deduction? Veronica Majerol used induction to write the article “Should College Athletes be Paid?” What does her use of induction reveal?

The Block

VTL: **claim, counterclaim, procatalepsis and end with conditional syllogism (if A is true then B is true) [If A then B]**

A- agree B- strongly agree C- strongly disagree D- disagree

- **College athletes should be paid what they are worth.**

head to head- strongly agree argues with strongly disagree (choose a spokesperson)

Basketball Seminar Set Up

Benchwarmers-	player substitution--be ready to suit up and get in the conversation.
Referee-	oversees the entire “game.” Consults with rhetorician as needed--shares points scored at half-time.
Coach-	searches for the best ways to support his/her player--gives advice, key quotes, rhetorical terms...
Player-	discusses reading with others on the court using the basketball play card, rhetorical terms, quotes text, challenges players, challenges ideas of author.
Rhetorician-	notes impressive or persuasive statements, writes them down and shares statements at half-time.
Timekeeper-	Keeps track of time and calls out remaining minutes.

10 min-8min-4min-2min-buzz

Appendix #3

VTL: Hula-Hoop Challenge, Red Rover, Contrasting Terms Vocabulary List

rhetorical situation
rhetorical appeals
hypophora
rhetorical question
antithesis
concession
distinctio
refutation
procatalepsis
anaphora
epistrophe
symploce
premise
commonplace
conditional syllogism
asyndeton
contradiction
enthymeme
deduction
induction
anadiplosis
conduplicatio
argument
counter- argument
logical fallacy

Appendix #4

Scoring Guide

VTL Slide "Elements of an Argument"

5	Has an image that symbolizes the meaning of the rhetorical term.
10	The vocabulary word is bold and spelled correctly.
30	The meaning of the word is interpreted and verbally expressed by the students in 3-5 words. Multiple sentences may be used if necessary in order to clarify its meaning.
20	An example of how the word functions in a sentence or in writing is included.
5	Your name is on the slide.

Appendix #5

Rhetorical Device Assessment

Name _____ Date _____ AP L&C Rhetorical Devices

Part I

Directions: Read the Rosenberg essay "Let Stars Get Paid." Focus on the beginning and ending paragraphs as well as 3,4 and 5 to answer the questions below:

Do not write outside of the box.

<p>"Every Saturday in the fall, we pack college stadiums, raise the American flag, stand quietly as a marching band plays 'The Star Spangled Banner,' and cheer for a sport the prohibits capitalism."</p>	<p>What kind of beginning does Rosenberg use? Explain.</p>
<p>"The republic will survive. Fans will still watch the NCAA tournament. Double-reverses will still be thrilling. Alabama will still hate Auburn. Everybody will still hate Duke. Let's do what's right and reexamine what we think is wrong."</p>	<p>What kind of ending does Rosenberg use? Explain.</p>

-What rhetorical technique is Rosenberg using in paragraphs 3,4 and 5?

-Is the technique effective?

Rhetorical Technique	Effective? Yes or No Explain your reasoning
Paragraph 3	
Paragraph 4	
Paragraph 5	

Part II

Understanding the Essay Questions for Posnanski “College...Not Be Paid”

Directions: Read each question following the Posnanski article. Next to the number below, write the rhetorical device(s) that best reflects the question in his article.

VTL

rhetorical question, commonplace, connotation, parenthesis, asyndeton/polysyndeton, symploce, hypophora,procatalepsis, rhetorical effect.

Rhetorical Device

Clues

1	
2	
3	
4	
5	
6	

Appendix #6

Basketball Seminar Worksheets

<p><i>Player Basketball Play Card</i></p> <p>Double Dribble Look for patterns where the writer “double dribbles” or repeats words and phrases. What is valuable about that rhetorical technique? What is the writer attempting to do?</p> <p>Assist Support any teammates claim</p> <p>AndOne Listen for the counterpoint from the opposing side and find the fallacy in the counterpoint.</p>	<p><i>Player Basketball Play Card</i></p> <p>Double Dribble Look for patterns where the writer “double dribbles” or repeats words and phrases. What is valuable about that rhetorical technique? What is the writer attempting to do?</p> <p>Assist Support any teammates claim</p> <p>AndOne Listen for the counterpoint from the opposing side and find the fallacy in the counterpoint.</p>
<p><i>Player Basketball Play Card</i></p> <p>Double Dribble Look for patterns where the writer “double dribbles” or repeats words and phrases. What is valuable about that rhetorical technique? What is the writer attempting to do?</p> <p>Assist Support any teammates claim</p> <p>AndOne Listen for the counterpoint from the opposing side and find the fallacy in the counterpoint.</p>	<p><i>Player Basketball Play Card</i></p> <p>Double Dribble Look for patterns where the writer “double dribbles” or repeats words and phrases. What is valuable about that rhetorical technique? What is the writer attempting to do?</p> <p>Assist Support any teammates claim</p> <p>AndOne Listen for the counterpoint from the opposing side and find the fallacy in the counterpoint.</p>

Referee Notes w/Student Roster

Basketball Seminar Ruleset Offense Guide

-2 points Technical Foul:

ANY type of interruption plus/or interjection of an opposing team during their turn.

Example: Team A's turn--Team B says any counterargument or interjection--Team B receives technical foul.

Time Out: Period of time during "game" to further plan and or assemble a counter.

-Coaches ONLY! Lasts 30 seconds or less!

-Only 2 can be called per game (unless changed)

-2 (neg) +2 (pos) 30 Second Time-Out Time out ONLY called by **speaker** used in order to regain court and or retain order. Or to comment (positively/negatively) on a player or team. (-2 per game unless changed)

-2pts Substitution: Strategic maneuver that allows a player to "pass" a thought or point on to another teammate in order to stay in control. 3 maximum per team- aka benchwarmers

-1 Travel: Carrying on a point/argument/counter for too long (talking too much)

+3 pts: Ankle breaker: Counter Argument/strong rebuttal [results in an "oohh" or "ahhh" from crowd]

Player Notes

What are two personal goals you have for today's seminar? For example, "I want to use as many effective examples to support my claims against the other team."

- 1.
- 2.

Were you able to achieve any of the following argumentative expectations during the seminar today?

Argument Expectations	Tally Mark
<ul style="list-style-type: none">- I selected text to discuss the author's use of the double dribble.- I could defend my position when I had to address the arguments and/or counter arguments of the opposing team.- I provided an assist.- I applied AndOne to the opposing side's argument.- I could explain how the author used rhetorical techniques or strategies to illustrate his argument. (CR7)	

Player Reflection

How well was my performance on the court?

--

Coach Notes

What are two goals you have in your role as coach for your player? For example, "I want my player to finesse procatalepsis on the other team in stealth mode."

- 1.
- 2.

Were you able to achieve any of the following coaching goals during the seminar today?

<ul style="list-style-type: none">- I provided effective support to my player during those clutch moments. - I gave my player a strategy or the actual words to incorporate in the <i>game</i> that turned or changed the flow of the conversation. - I used our time out effectively. - I came up with possible speaking plays [transition words, phrases, statements, questions] I felt could help my player strengthen his/her position. - I noticed my player's improvement during and/or following half time.	
--	--

Coach Reflection

How well did you coach your player?

--

Appendix #7

Materials for Classroom Use

Journal- Students will use this assertion journal to write TYFA *Thank You for Arguing* take-a-ways/questions they have about the subsection they read during the 5 minute read.

Timer- The timer is used during the 5 minute read and Basketball Seminar quarters.

Laptop Computers-Students will use google slides to create and share VTL (Vocabulary to Learn) slides and upload to google classroom.

Hula Hoops- I used these hula-hoops for the kinesthetic vocabulary competition.

Appendix #8

Resource Lists

Language of Composition: Reading, Writing, Rhetoric, 2nd edition, 2013. This is the standard book to teach this course. The synthesis section for sports “Conversation: Paying College Athletes” contain several articles with comprehension questions focused on the author’s claim and use of language. The questions support students’ use of including rhetorical devices in their written responses.

Thank You for Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us About the Art of Persuasion, 2013. My go-to guide for orienting the students to the fundamentals of rhetoric. This book is informative, instructional, and just plain funny! Heinrich approaches very difficult rhetorical concepts with great wit and user-friendly insight. He includes a myriad of instructional supports for students and teachers on his website www.arguelab.com.

Rhetorical Devices: A Handbook and Activities for the Student Writer, 2010. This reference book is extremely helpful in orienting the student to the scope of rhetorical devices. I especially like how the authors have applied the meaning of each rhetorical term to begin each chapter. Included are brief exercises, clear definitions, multiple examples and helpful explanations. A great book to use when introducing rhetorical terms with students.

Resources for Teachers

Burton, Rick *College Athletes are Already Paid with Their Education*. Multiple examples of parenthesis are used to illustrate the tone Burton wants his audience to hear as he argues the antithesis of athletes being paid with their education.

Durkheim, Emile, *The Rules of the Sociological Method*, 8th ed, 1965. This excerpted essay was given to us by our seminar leader, Kip. Hearing how Kip explained Durkheim’s position regarding social fact and the American Project helped me make the link between the mythology of the American Dream, college athletes and our nation’s love affair with sport. If more time permitted, I would have liked to explore this idea in the unit.

Jones, Mike *Opinion: Mike Jones: Pay Up: College Athletes Deserve a Salary* This article addresses the monumental disparity between what big conference colleges make in athletic revenue and what the college athlete does not receive as a result of NCAA rules. The author uses procatlepsis in this article to highlight the contradiction held by some that college sports is an amateur experience and its players should not be paid.

Majerol, Veronica *Should College Athletes be Paid? Two Recent Rulings May Change the Face of College Sports*. In addition to Majerol’s use of rhetorical devices, are several concessions that are outlined in this article. Students can see how the author

uses the NCAA concessions to support her claim that the NCAA's policy of amateur sports is changing with the times.

Posnanski, Joe *College Athletes Should Not be Paid*. An essay from the Norton Sampler with a strong rhetorical focus. Posnanski includes a repertoire of rhetorical devices in his essay ripe for unpacking with your class. I found myself using the essay questions to analyze it for rhetorical devices with students. This was also the focus I chose to create part two of my assessment.

Rosenberg, Michael *Let Stars Get Paid*. Another essay from the Norton Sampler with a strong rhetorical focus. Both Posnanski and Rosenberg essays juxtapose the argument of college athletes and the pay-for-play debate. This essay and its comprehension questions were used to analyze rhetorical devices.

The College Board, "AP Syllabus Development Guide: AP English Language and Composition, College Board, 2014. These are the curriculum requirements for the course. It contains evaluative criteria and sample evidence that would constitute standards based instruction.

The Norton Sampler: Short Essays for Composition Thomas Cooley 8th Edition, 2013. This text is where I found the Rosenberg, Polanski articles. I also found user-friendly chapters on writing arguments and understanding the writing process. This book includes essays that focus on rhetorical modes as well as a how-to section for writing in the mode. An incredible resource for language and composition instruction.

Endnotes

- ¹ Heinrichs, Jay, *Thank You for Arguing*.
- ² Durkheim, Emile, *Rules of Sociological Method*, 8th ed., 13.
- ³ Rosenberg, Michael, "Let Stars Get Paid." In *The Norton Sampler: Short Essays for Composition*, 578-582.
- ⁴ Posnanski, Joe, "College Athletes Should Not Be Paid." In *The Norton Sampler: Short Essays for Composition*, 584-590.
- ⁵ Rosenberg, Michael, "Let Stars Get Paid." In *The Norton Sampler: Short Essays for Composition*, 578.
- ⁶ Rosenberg, Michael, "Let Stars Get Paid," 578.
- ⁷ Rosenberg, Michael, "Let Stars Get Paid," 578.
- ⁸ Rosenberg, Michael, "Let Stars Get Paid," 578.
- ⁹ Geertz, Clifford, "Religion as a Cultural System," 87-125.
- ¹⁰ Majerol, Veronica, "Should College Athletes be Paid?," 14.
- ¹¹ College Board, "AP Syllabus Development Guide," College Board AP.
- ¹² Rogers, Spence, *Teaching for Excellence: Essential Concepts, Strategies, Techniques and Processes for Ensuring Performance Excellence for All Kids*, 259.
- ¹³ "National School Reform Faculty, Harmony Education Center. "I Heard Someone Say." NSRF.
- ¹⁴ Heinrichs, Jay, *Thank You for Arguing*.
- ¹⁵ Heinrichs, Jay, *Thank You for Arguing*.
- ¹⁶ Heinrichs, Jay, *Thank You for Arguing*.

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