



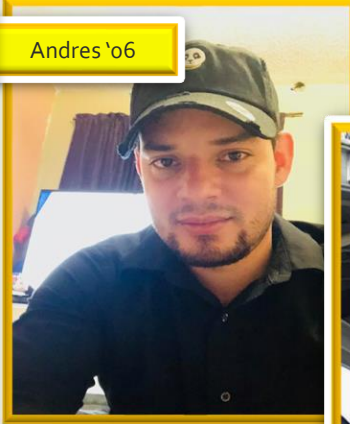
Isaiah '17



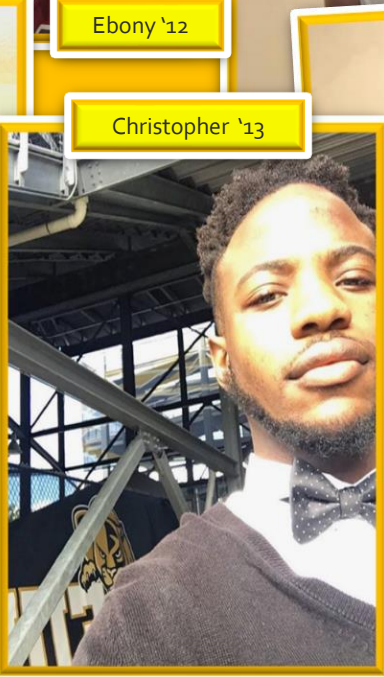
Brandon '11



BLACKER THE COLLEGE SWEETER THE KNOWLEDGE



Andres '06

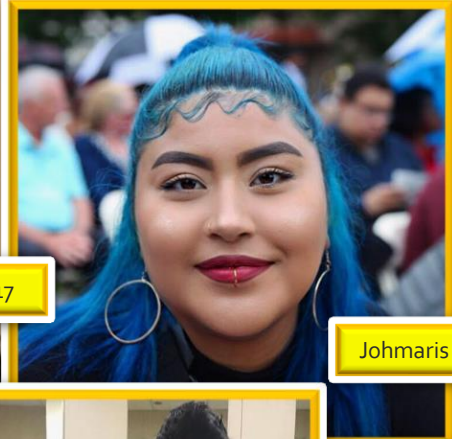


Ebony '12

Christopher '13



Ives '17



Sean '12

Johmaris '13



1. QUOTING [1]
2. REVIEW ARGUMENTATION, RHETORICAL APPEALS & RHETORICAL TRIANGLE
3. Erica Gonzalez's "We Call BS"
 - (a) RHETORICAL TRIANGLE
 - (b) THE ERICA GONZALEZ RESPONSE
4. WHO ARE YOU? PRESENTATIONS

Home Study Assigned

First Grading Period, Set the Pace!

TODAY'S AGENDA:
WEEK 9; DAY - 1 - 3

October 10 - 14, ALL WEEK

*Purple Button Series



Kayla '17



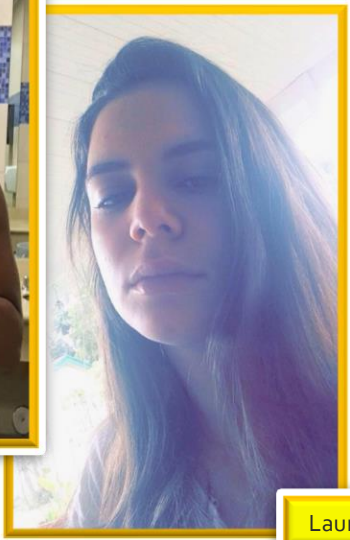
Ranesshia '07



Tia '13



Jonathon '09



Laura '13

LESSON STANDARDS & OBJECTIVES

STUDENTS WILL BE ABLE TO ANALYZE HOW KEY ELEMENTS ENHANCE OR ADD LAYERS OF MEANING IN LITERARY TEXT (**CHARACTER DEVELOPMENT**).

▪ R.1.1

BASICALLY

What does the author do to help us see a deeper side to characters?



LESSON STANDARDS
& OBJECTIVES

STUDENTS WILL BE ABLE TO ANALYZE
HOW FIGURATIVE LANGUAGE CREATES A
MOOD TEXT.

R.3.1

BASICALLY

What does the author do to help us
understand the mood (form a feeling
from the text)?



LESSON STANDARDS
& OBJECTIVES

STUDENTS WILL BE ABLE TO
ANALYZE AN AUTHOR'S USE OF
RHETORIC IN A TEXT.

R.3.4.

BASICALLY

What does the author do to help us understand what we read by the words he/she uses?



ACCOMPANYING LESSON STANDARDS & OBJECTIVES

STUDENTS WILL BE ABLE TO

APPLY KNOWLEDGE OF ETYMOLOGY AND DERIVATIONS TO DETERMINE MEANINGS OF WORDS

STUDENTS WILL BE ABLE TO

CITE EVIDENCE TO EXPLAIN AND JUSTIFY REASONING.

STUDENTS WILL BE ABLE TO

MAKE INFERENCES TO SUPPORT COMPREHENSION.

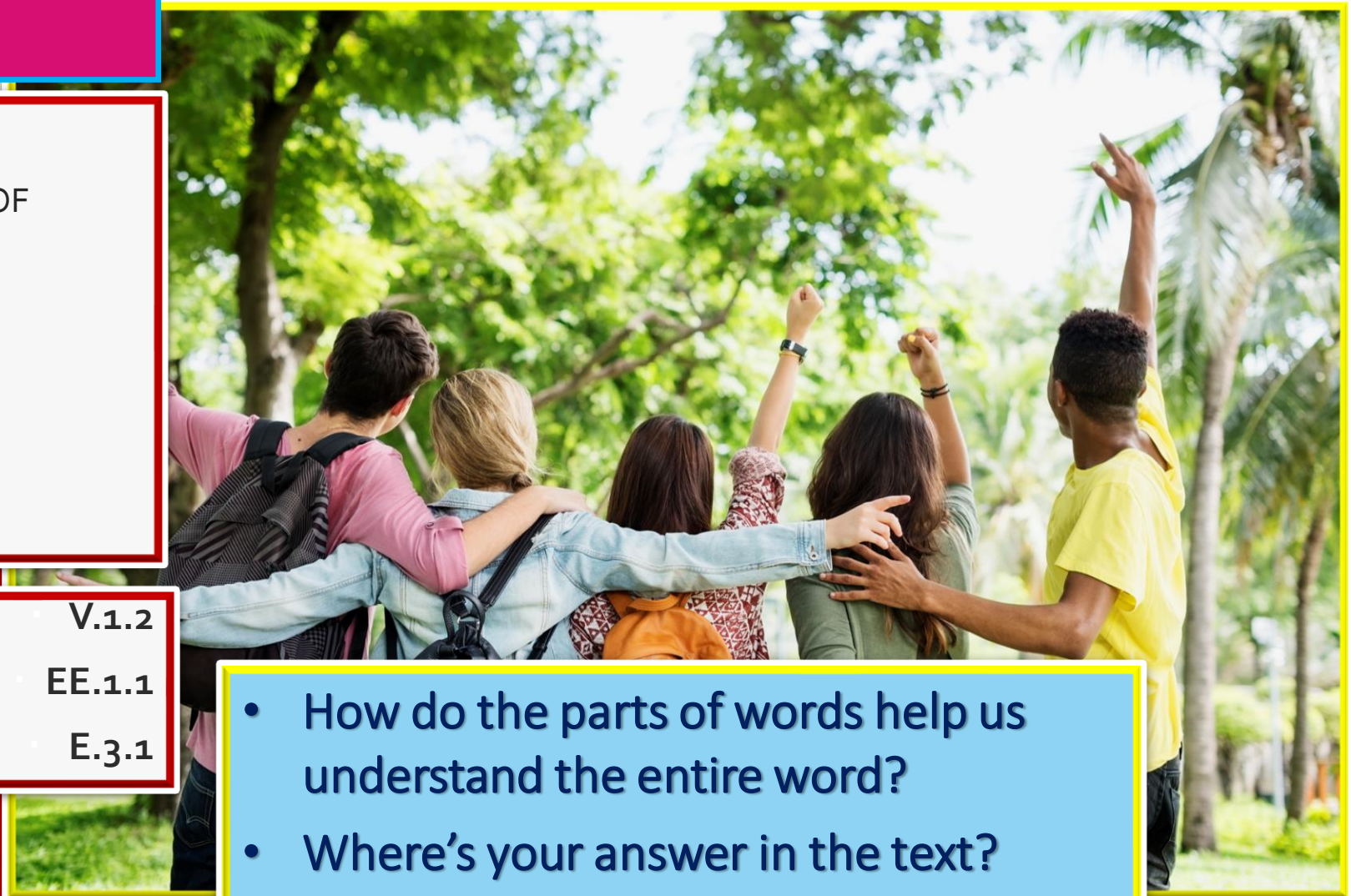
V.1.2

EE.1.1

E.3.1

BASICALLY

- How do the parts of words help us understand the entire word?
- Where's your answer in the text? Prove it!
- What's the WHY for your answer?



SAMPLE PARAGRAPH USING THE MANTRA

Indubitably, no one knows how long it will take to turn failing schools around. Some insist that children and parents are the problem; others maintain that the educational system is broken. Patterson believes, “not all educational systems are created equal; therefore, resources are our nation’s problems.” And, to the counter point, Kissinger believes “the environment that a student comes from is the complete reason for our country’s loss in the global stance in education.” It certainly is hard to decide. In urban and provincial schools, there is a combination of these issues. Destitute environs, trouble students, apathetic students, and poorly funded resources combined affect how successful our educational system is in America. Until these issues are resolved, then we will continue to fail. Indeed, we cannot tell how long the process of turning failing schools around can take.

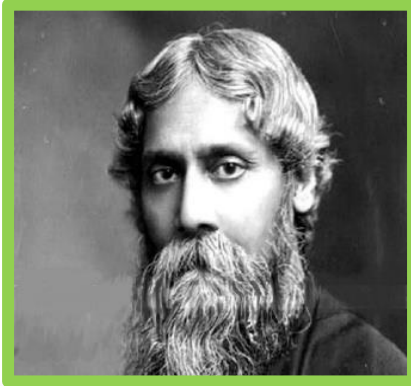
CLAIM

Support x2

Elaborate

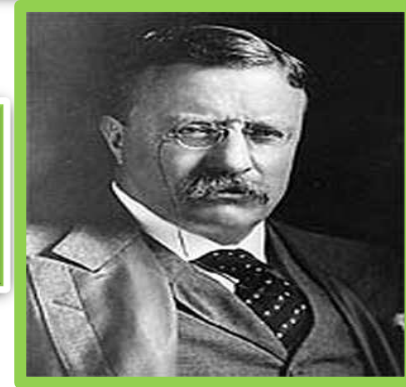
Reclaim

BOD (1)



“You can't cross the sea merely by standing and staring at the water,” Rabindranath Tagore

“A man who has never gone to school may steal from a freight car; but if he has a university education, he may steal the whole railroad,” Theodore Roosevelt



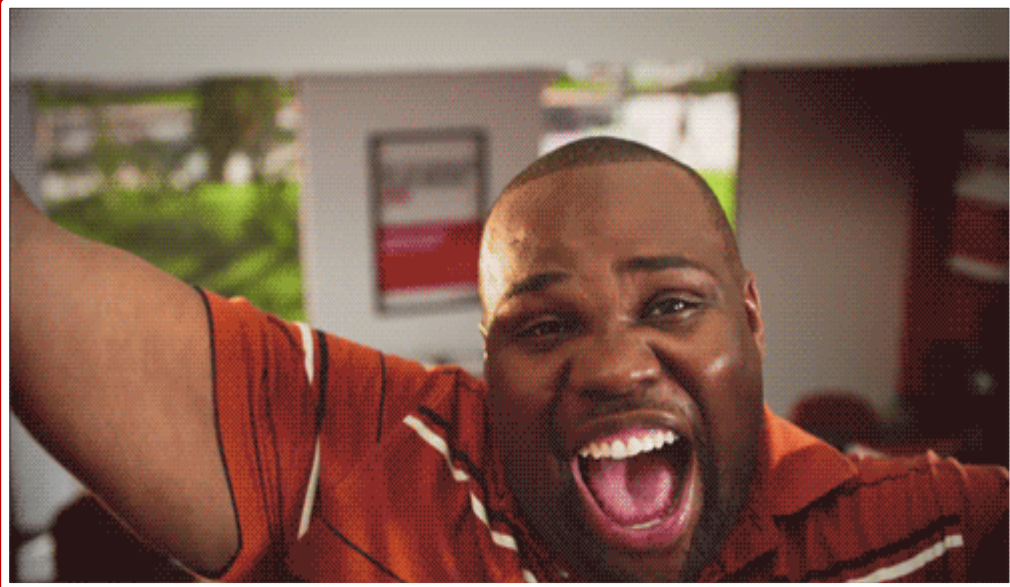
“When you take risks you learn that there will be times when you succeed and there will be times when you fail, and both are equally important,” Ellen Degeneres



Respond to one of the following quotes in a paragraph, using 1 vocabulary word and stock language. Highlight each item used. Remember the MANTRA!

Quoting ():

3062 BIRTHDAYS



October 11th - Woods, Jameer
October 12th - Edden, Sierra
October 12th - Flovil, Antonio
October 12th - Murphy, Ra'Niera

**** Pick up your October Pink/Gold Ribbons**



**EPSILON:
SOCIETY OF DISTINGUISHED GENTLEMEN**

**WANTS
YOU!**

**Room 3062 -
THURSDAYS**

COME CHECK US OUT!



PARENT CONTACT WEEK

FAILURE NOTICE: POOR GRADES & SKIPPING CLASS



**MY GRADEBOOK
CLOSES THIS WEEK!!**

GRADE DISCREPANCIES AND EXCUSES NEED TO BE FURNISHED ASAP!*

Class's Websites

www.mrwilliamsengiv.weebly.com

www.dadeschools.net/studentportal

SCHOLOGY APP

www.facebook.com

One of you per class needs to become the Webmaster of this page.

Pops' emails are on handbooks, as well.

mrwilliams2001@dadeschools.net

mrwilliams201@gmail.com



TedTalk and other videos, handouts, and booklets will be posted on site. **Most notes, however, will not.**

TODAY'S **ALLSTAR NOTES:**

[1]: What is an Argument?

[2]: WHAT IS Rhetoric?

[3]: SOAPStone

[4]: O.P.T.I.C.S.

[5]: Strategies for Writing

[6]: Annotating

C.D.Q.

Believing and Doubting

When you believe an assertion, you agree, support, defend, illustrate, extend, qualify, and apply the idea.

When you doubt an assertion, you question, challenge, rebut, refute, and offer counter reasons and counter examples to the assertion.



Believe

DOUBT

- **Grades are an effective means of motivating students to do their best work.**
- **Facebook is a good way to make new friends.**
 - **In recent years, advertising has made enormous gains in portraying women as strong , independent, and intelligent.**
- **To help fight terrorism and promote safety, individuals should be willing to give up some of their rights.**
 - **The United States should reinstate the draft.**
 - **It should be against the law to talk on the cell phone while driving.**
- **Fencing at the U.S.-Mexico border is not an effective immigration policy.**
 - **More college/high school classes should be taught online.**



Believing and Doubting

Choose one topic
Include at least 2 vocabulary words

WHAT IS AN *ARGUMENT*?

- a reason or set of reasons given with the aim of persuading others that an action or idea is right or wrong.
- making an argument—expressing a point of view on a subject and supporting it with evidence.

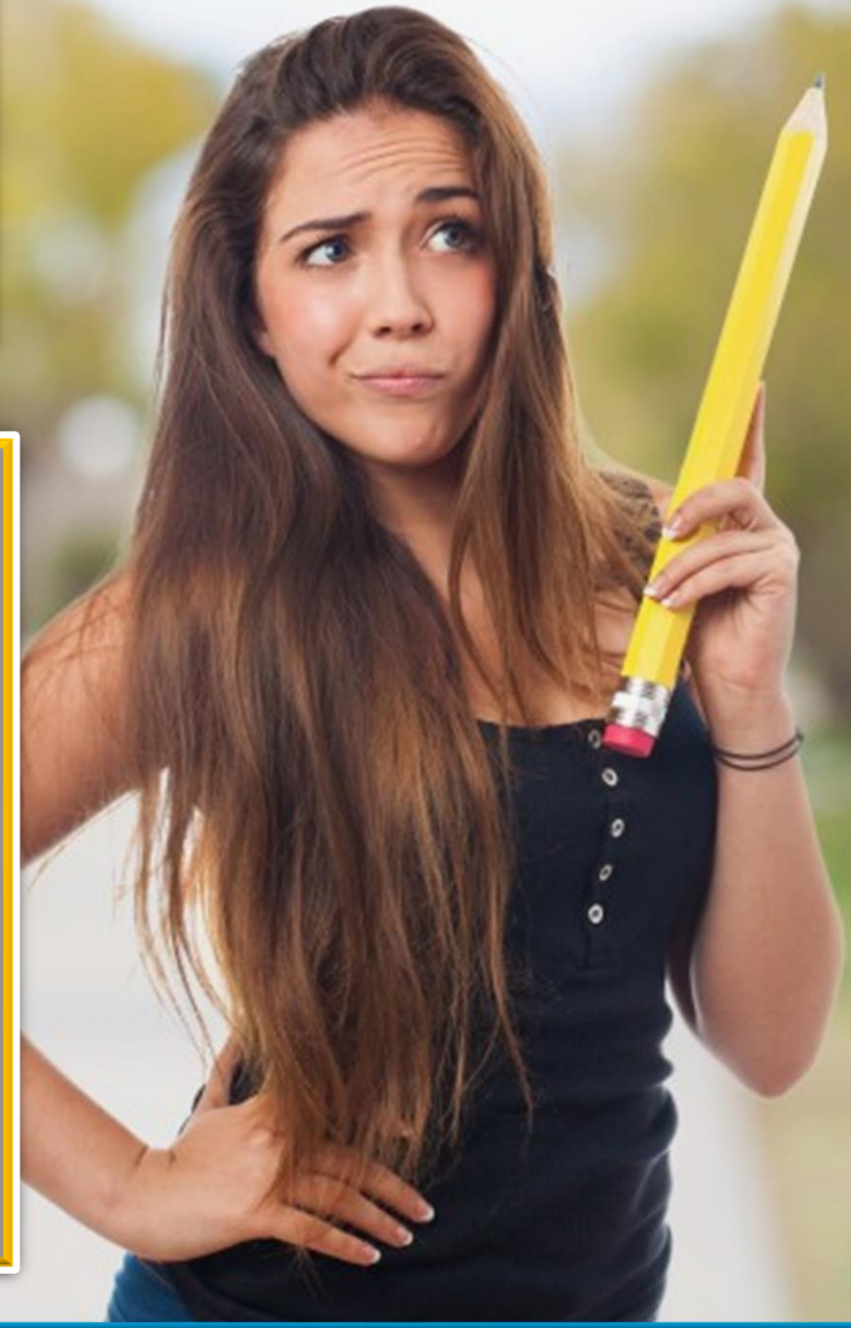
The Rhetorical Situation

- This refers to **any set of circumstances that involves at least one person using some sort of communication to modify the perspective of at least one other person**. In this context, “rhetoric” means any communication used to modify the perspectives of others.

ELEMENTS OF A RHETORICAL SITUATION

([HTTP://OWL.ENGLISH.PURDUE.EDU](http://owl.english.purdue.edu))

Every rhetorical situation has **four** basic components: an **author**, an **audience**, a **text** of some sort, and a **context** in and through which each situation occurs. All of these terms (author, audience, text, and context) are fairly loose in their definitions and all of them affect each other.





THE RHETORICAL
PURPOSE

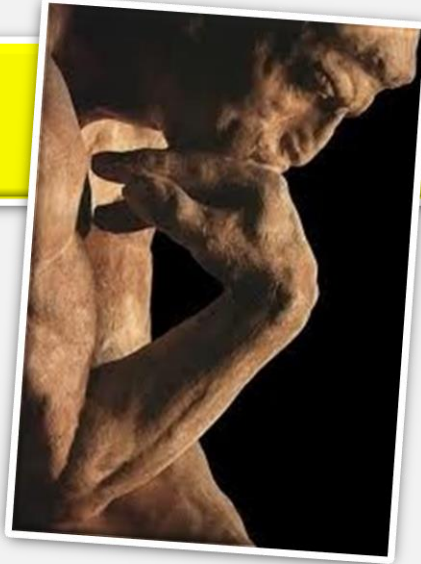
- **Writers attempt to do any, some, or all of the following:**
 - (i) Express or share (also artistic aim)
 - (ii) Explore or inquire
 - (iii) Inform or explain
 - (iv) Analyze, synthesize, or interpret
 - (v) Persuade
 - (vi) Reflect

METHODS OF APPEAL OR PERSUASION



- In order to win people's consideration of their ideas, writers or speakers can appeal to what the classical philosopher Aristotle called **logos**, **ethos**, and **pathos**.

- These three are called **Methods of Appeal**.



Logos

Is the appeal to reason. It beckons to one's **ability to think based on logic**; the strength of the reasons backed by support. What is **logical**.

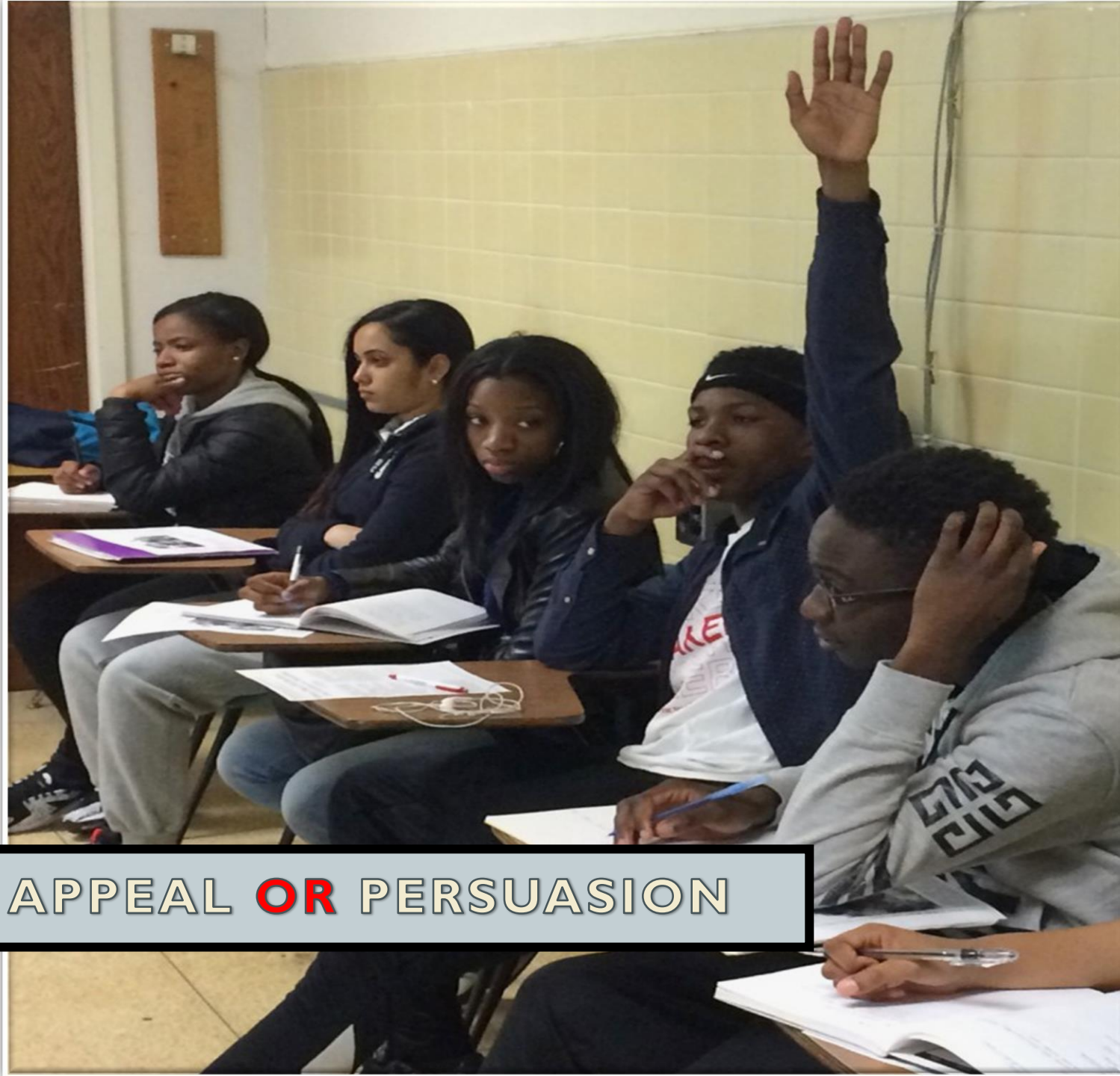
METHODS OF APPEAL **OR** PERSUASION

Logos

Message

How can I make my ideas internally consistent and logical? How can I find the best reasons and support them with the best evidence?

METHODS OF APPEAL **OR** PERSUASION

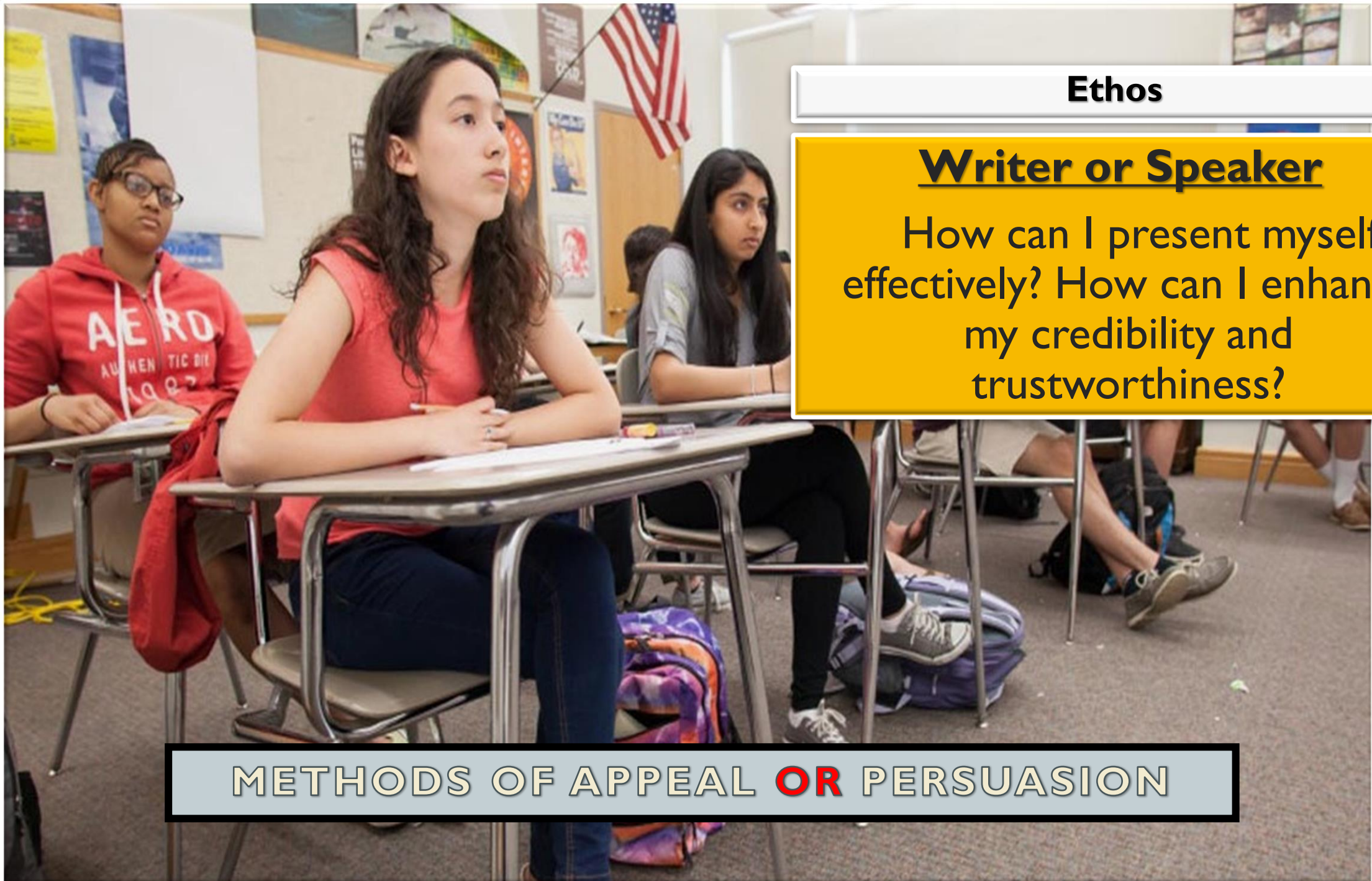


Ethos

Is the appeal to the character of the writer/speaker. It beckons to one's **ability to rely on the writer's/speaker's credibility and trustworthiness**; the strength of the message is in the delivery: use of techniques, accuracy, grammar, research and resources, etc. What is **trustworthy**.



METHODS OF APPEAL **OR** PERSUASION



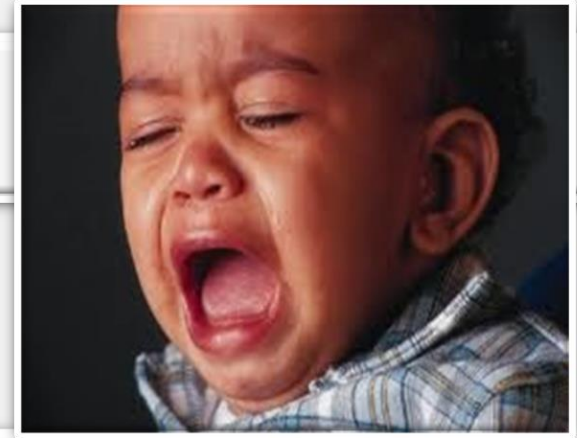
Ethos

Writer or Speaker

How can I present myself effectively? How can I enhance my credibility and trustworthiness?

METHODS OF APPEAL **OR** PERSUASION

Pathos



Is the appeal to the sympathies, values, beliefs, and emotions of the audience. It beckons to one's **ability to feel (the human condition)**; the strength of the message is in evocative and graphic images, texts, vivid examples, etc. What inspires passion.

METHODS OF APPEAL **OR** PERSUASION

Pathos

Audience

How can I make the readers open to my message? How can I best engage my readers' emotions and imaginations?
How can I appeal to my readers' values and interests?

METHODS OF APPEAL **OR** PERSUASION





ANALYZING RHETORIC

- Using the acronym **SOAPSTone** helps to analyze Rhetoric.
- **S- Speaker**
- **O- Occasion***
- **A-Audience**
- **P- Purpose**
- **S-Subject**
- **Tone**

- **Exigence - more specific***



Watch the following video
and make notes in
referencing the M.O.As.
Pay attention to what is
said, how it is said, and to
whom?

Emma Gonzalez's

"We CALL BS!"

<https://youtu.be/5cKgiegSFjk>



Complete the following
worksheet based on
Gonzalez's "We Call BS!"

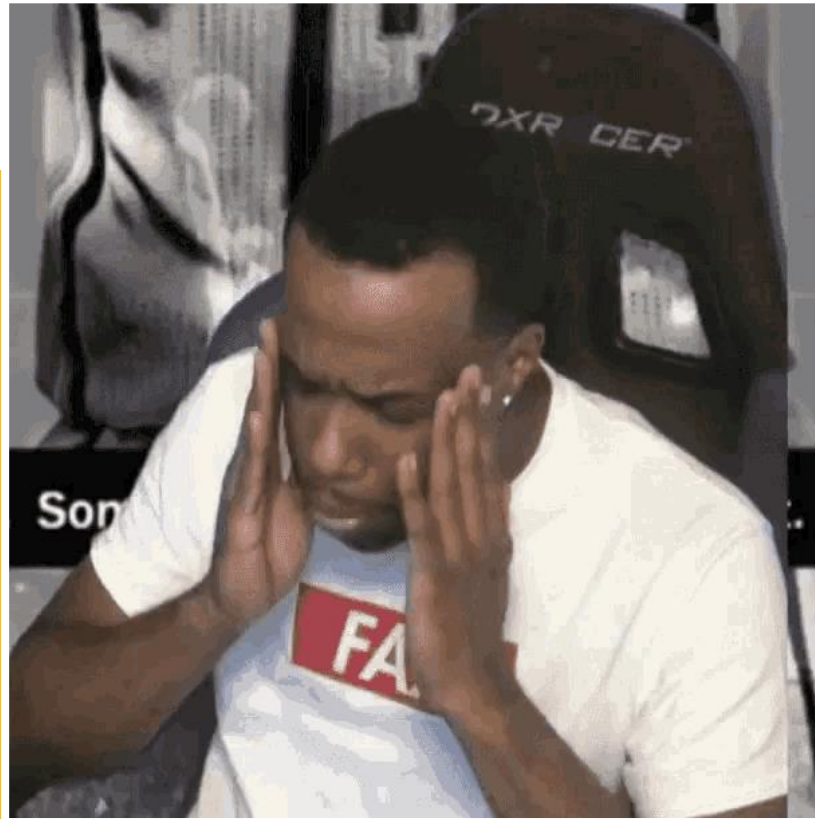
Emma Gonzalez's

"We CALL BS!"
[The Rhetorical Worksheets]

A man with a beard and short hair, wearing a camouflage jacket with a hood, looking directly at the camera. The jacket has a mix of green, brown, and tan patterns. The background is dark and textured.

WHO ARE YOU? PRESENTATIONS

**CREATE A 3-SLIDE
POWERPOINT
PRESENTATION THAT
HIGHLIGHTS WHO YOU
ARE.**



**Facebook
Forum (9)**

**Youtubing [2]:
SOAPSTONING**

**C.D.Q:
“We Call BS!”**

Home Study Overview

***Purple Button Series**

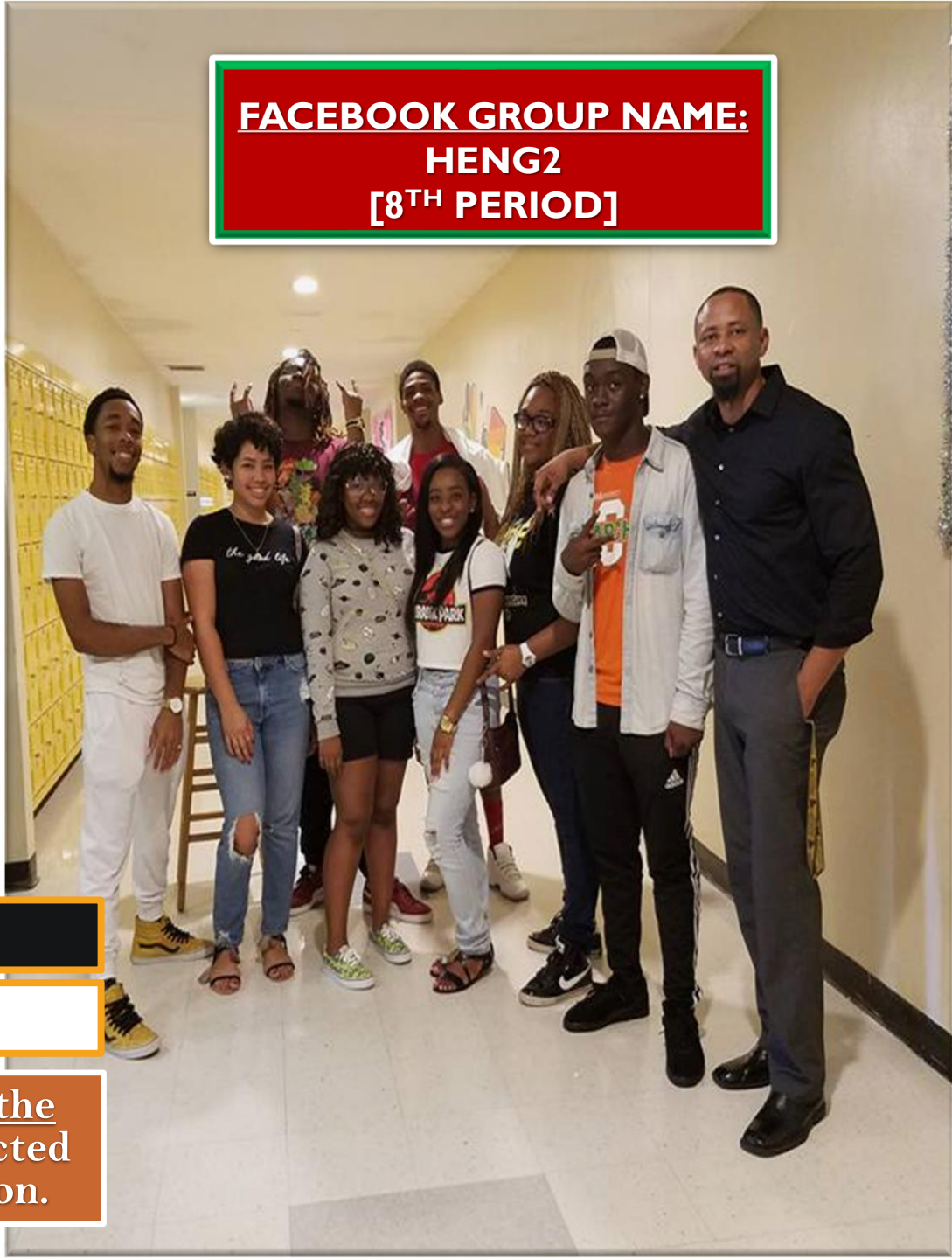
*** Red button Opportunity**

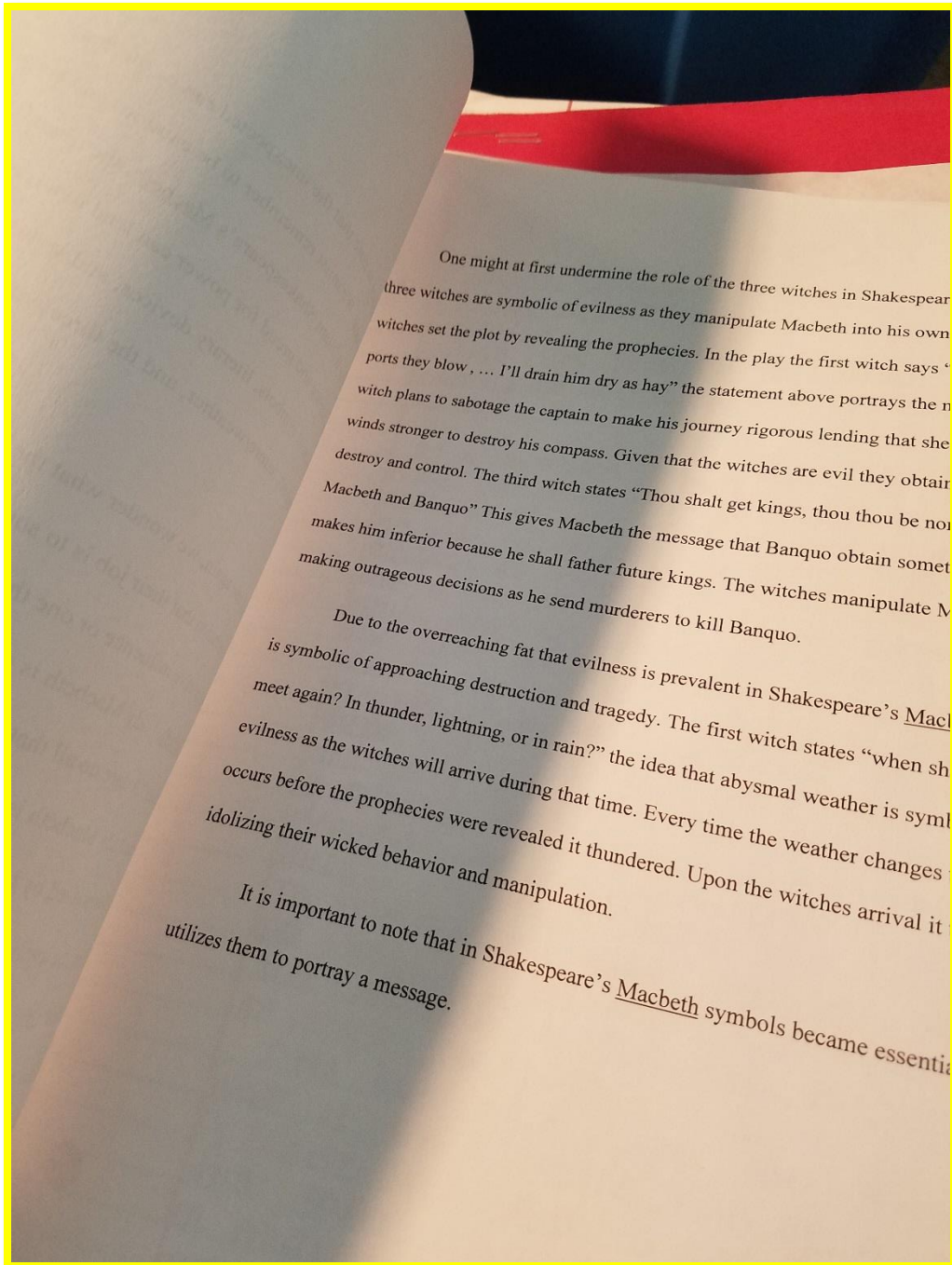
WEEK 9: Pain Is Temporary.	Terrell Gordon
Week 9: due October 16	
WEEK 10: It is better to grow up in a small town.	Asia West
Week 10: due October 23	

Posts close every Sunday @ 6:00 p.m.

Page managers get on your job!

Remember all entries must be submitted by the end of the week, after a post has been made. *Page Manager* is expected to take down the thread after I have closed the discussion.





BRING IN SIGNED DOCUMENTS

*** Due by 10/14**

ENGLISH 2 CLASSROOM SUPPLIES

* Due by 10/14

1. A 3-ringed Binder, 1 ½ " or thicker w/ dividers
2. 1-jump drives (USB Storage Units)
3. Binder paper
4. 2 packs of 3x5 note cards
5. 1-3 packs of pens
6. Access to the Internet with email accommodations
7. A Variety of colored highlighters
8. Use of the Class website, FACEBOOK*, and LMS.





C.D.Q:

Emma Gonzalez's

"We CALL BS!"

Write a paragraph to
C.D.Q. Emma Gonzalez's
"We Call BS!"
Include: the MANTRA,
stock language, and
vocabulary words.



Complete the provided
SOAPSTONE Chart.

SOAPStoning Emma Gonzalez's

"We CALL BS!"

WHO ARE YOU?

CREATE A 3-SLIDE
POWERPOINT
HIGHLIGHTING WHO YOU
ARE.
WHAT THINGS REPRESENT
YOU **OR** YOUR LIKES AND
DISLIKES?

Try to be as respectful as
possible.

Only share what you
wouldn't mind the rest of
the world finding out.

*THIS WEEK – NO HIGHER THAN A 'B'



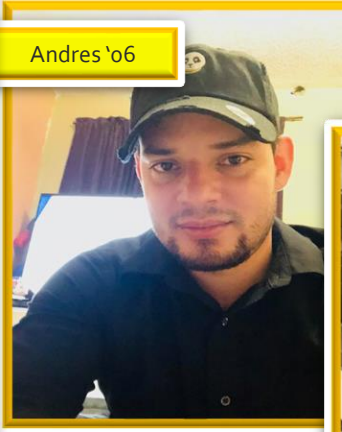
Isaiah '17



Brandon '11



BLACKER THE COLLEGE SWEETER THE KNOWLEDGE



Andres '06

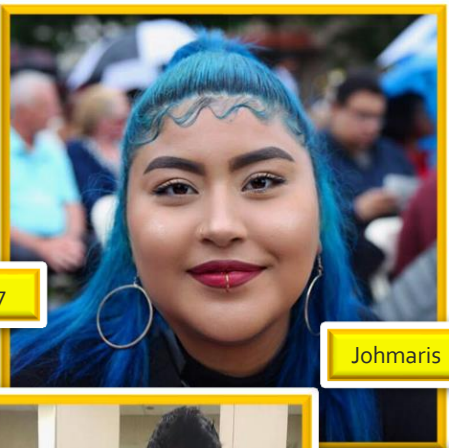


Ebony '12

Christopher '13



Ives '17



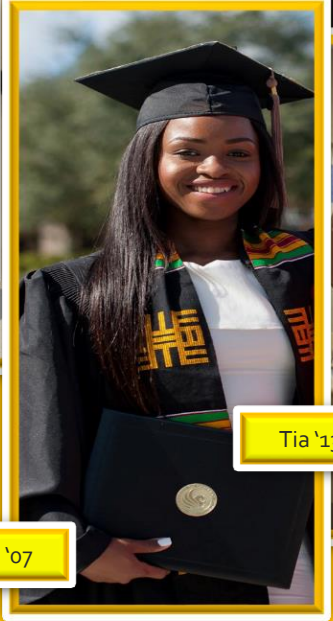
Johmaris '13



Kayla '17



Ranesshia '07



Tia '13



Jonathon '09



Laura '13



1. QUOTING [2]
2. ALLSTAR NOTES [5]: THE ARGUMENTATIVE ESSAY
3. PROOFS & HIGHLIGHTERS [1]: COCKROACHES & ME
4. WHO ARE YOU? PRESENTATIONS

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“I work on myself daily to be a better person. When I react in a negative way to somebody, I sit back and think about why I did it, so I'm always working on myself,” Lizzo

“Don't be afraid of failure. This is the way to succeed.” “I think the reason why I'm the person who I am today is because I went through those tough times when I was younger,” LeBron James



“Without loyalty, you won't accomplish anything,” NBA YoungBoy



Respond to one of the following quotes in a paragraph, using 1 vocabulary word and stock language. Highlight each item used. Remember the MANTRA!

Quoting ():

THE ARGUMENTATIVE ESSAY



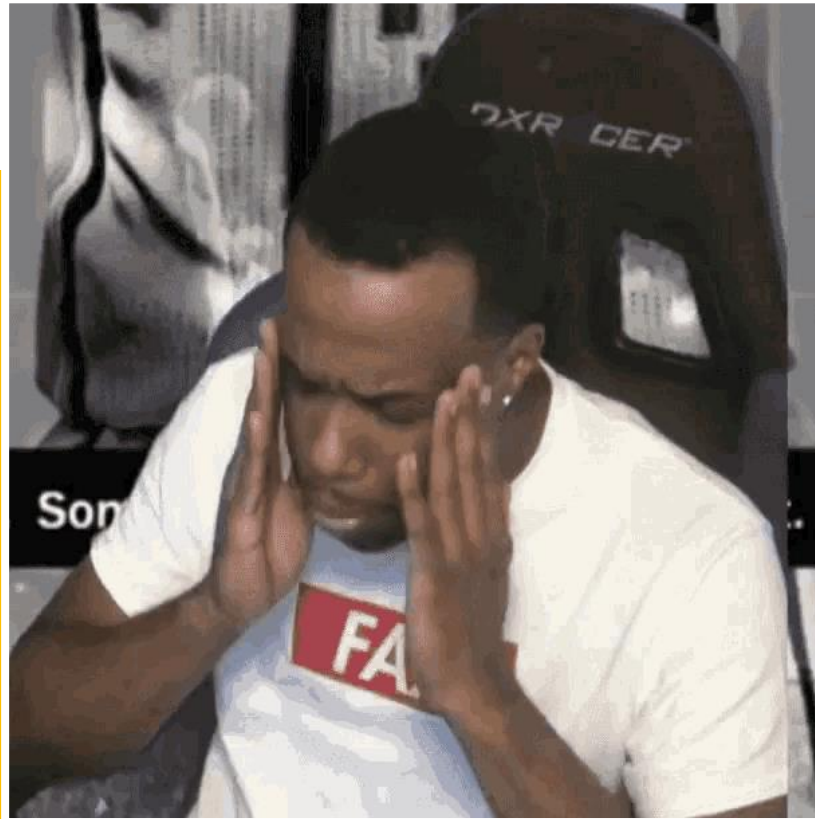
PROOF & HIGHLIGHTERS [1]:
COCKROACHES & ME



A man with a beard and short hair, wearing a camouflage jacket with a hood, looking directly at the camera. The jacket has a mix of green, brown, and tan patterns. The background is dark and textured.

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**Facebook
Forum (9)**

**Youtubing [2]:
SOAPSTONING
BS**

**C.D.Q:
“We Call BS!”**

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***Purple Button Series**

*** Red button Opportunity**