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Flipping Argument

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High Impact Fellows Project Overview

Project Title, Course Name, Grade Level

FLIPPING ARGUMENT

English II Honors

Grade 9

Team Members

Student(s): *McKenna Sloan, Converse College*

High School Teacher: *Susan Miles, Byrnes Freshman Academy*

Converse Faculty: *Anita Rose, Department of English*

Brief Description of Project (<150 words)

This project utilizes the concept of “flipping the classroom” pioneered by the Kahn Academy to help students understand Aristotelian elements of argument (ethos, pathos, and logos). The four lesson plans require students to preview existing internet resources depicting practical applications of rhetorical concepts, and then invites them to utilize these concepts in the classroom. Students learn to recognize logical fallacies and types of argumentative appeals as they are used (and misused) in popular culture and in literature. The project as a whole has the additional benefit of encouraging students to identify and critically evaluate explicit and implicit arguments in a range of media, from blogs, to YouTube videos, to television drama, to advertising. Students will gain a sense of what makes an effective argument, and how argument is deployed in daily life, popular culture and literature.

List of Materials Required and Costs, if Applicable

Internet access

One computer per group (or tablet or phone),

Paper

Webcam

Access to YouTube

These materials should engender **no** additional costs beyond what is already available in the classroom.