

## Sophists and Students of Rhetoric: Group Project

**Grade Type:** Test Grade

**Due Date:** December 1<sup>st</sup>

**Instructions:** In groups, students will create a fictional modern-day sophist. This fictional modern-day sophist could either be an individual person or a school. Students will create a presentation that both gives information about their fictional sophist, and sells the audience on why they are the best. First, this presentation should include the following:

1. Who/what the sophist is including name, what you charge for the education provided, and contact information.
  2. Why the sophist is qualified to provide this education—build credibility and confidence about your sophist.
  3. A description of the subjects taught. Give details. This must include rhetoric.
  4. A description of how the subjects are taught—what kinds of methods, practices, and lessons will be provided. Give details.
  5. An argument as to why these subjects are valuable/important for students and how the lives of the students will be better off as a result.
- ❖ The presentation must be composed as a powerpoint presentation/set of slides, converted into a PDF, and uploaded on Archie with the names of the group members clearly labeled.
  - ❖ The presentation must be attractive and artfully composed using pictures, graphs/charts, and colorful and stylish slides where appropriate. Be creative and sell your sophist!
  - ❖ The sophist created by the group should, as much as possible, be unique to set it apart from the competition. Think to yourself: why would a potential customer choose your sophist over others that are available?
  - ❖ The presentation should clearly display an attempt to use Ethos, Logos and Pathos to sell the 1-5 above to the audience.
  - ❖ This presentation should contain, at a minimum, ten (10) slides.

After 1-5 are created, students will find a real-life example of a successful student(s) who graduated from the educational program provided by the fictional sophist outlined in 1-5 above. The real-life student presented will have video or print/text evidence that they have benefited from the educational program outlined in 1-5 above in the area of rhetoric. (\*\*Note: obviously, the real-life student will not have actually benefited from the fictional sophist; we're just pretending). Students will present their presentation.

The success of the real-life examples of successful student(s) will be presented by your group with the following elements:

- a. Evidence of their success in the fictional sophist's program will be presented with a short real-life video clip (youtube link) or real-life short piece of text (speech, advertisement, poster. Etc.).
- b. The group will explain how this student succeeded in their rhetoric using Ethos, Logos, and Pathos; (\*\*Note: the group may use more than one example of a successful real-life student if needed because one example does not display all three of the rhetorical appeals. For instance, you could use a speech by one person that displays Ethos and Logos, and an advertisement that displays Pathos).
- c. The group will explain how, specifically, the example real-life student benefited from their sophist. It should be explained how their example of rhetoric resulted from their education.

I will assign a test grade to these group projects according to the following rubric:

- 50%: The first part of the presentation created by the group meets criteria 1-5 above.
- 30%: The real-life examples presented meet criteria a-c above.
- 20%: The presentation as a whole is artfully and attractively composed and presented. It displays significant effort and creativity.