

Outcome 3/Complex Claims/Lesson Plan

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131 Orientation Fall 2013

ACTUAL Plan (Orientation Teaching Demo Lesson Plan)

***This is actually what I had written down for myself--word for word, minute for minute--for our orientation session. I like to include a wish list at the bottom for things to cover if I happen to have some extra time at the end of classes. In this case, I had the extra 5 minutes from the lesson planning presentation so I got to go through some of those items (quickly). I don't often get to use wish list items.*

2:55

What students have done so far

- claims: both analyzing/identifying claims and producing their own
- workshops on Canvas site
- watched Lady Gaga's "Bad Romance" video and written one argument each on a piece of paper.

Claims "Big 5" ARGUMENT

CONCESSION

EVIDENCE

STAKES

ROADMAP

What makes a good claim? (Generate together on board)

- clear, concise, specific, engaging, etc.

3:00

Sample claims and revision together as class—rhetorical analysis BREAK IT DOWN!

3:10

Group work: At this point, a group will have gone through the individual arguments of each group member, chosen one to work with, and turned it into a COMPLEX CLAIM. They then rotate those claims. We will begin there. Revise the complex claims you have received and take notes on *why* you feel these revisions are necessary.

3:20

REPORT OUT

3:35

DONE! Collect, post on discussion board with instructor comments.

Wish List:

- cover alternative approaches
- 50 min vs 1 hr 50 min classes
- homework versus free-writes
- choosing specific themes

IDEAL Plan (For one 2 hour lesson, or broken into two sections for two 1 hour lessons)

10:00

Class welcome, review previous day's work and go over general gist for today's lesson plan with a sense of how this will help them prepare for next writing assignment, generally a major paper here.

10:05

Watch Lady Gaga video. Make note of interesting visuals, potential themes of the video, any lyrics that jump out at you, potential arguments.

10:10

Free-write: If you were going to write a major paper on this video, what argument would you be interesting in pursuing? You don't need to articulate a full complex claim at this point, just a core argument. Keep your free writes for now.

10:18

Class discussion: What were some general themes or points of interest people noticed or explored in their free writes? Track answers together on board, trying to cluster core concepts together.

10:25

Run through "Big 5" and characteristics of a successful complex claim together on board.

10:30

Let's look at a former student's first draft of a complex claim about this video. Are all the components of a complex claim there? What is working well? What could be improved and why? Draft a revision plan together and re-work several or all necessary components of complex claim for "successful claim characteristics."

10:50

10 minute break OR break for day (though here you'd need 3 minutes of wrap up time as well. Homework: bring your free-write arguments back to class to share with groups tomorrow).

11:00

Settling. Go over basic overview for second hour of class, connecting it to revision plans, strategies, and evaluation techniques for complex claims (more or less time depending on whether break was 10 minutes or full day).

-Break down into 5 groups, sitting in circles. Each member will read his or her free write about Lady Gaga's video. Once everyone has had a chance to share, choose one central argument to work with and turn it into a complex claim. This will need to be written on a clean piece of paper to be passed to the next group.

Outcome 3/Complex Claims/Lesson Plan

11:15

Pass the complex claim to the next group. Take a moment to check for “Big 5” and then revise the claim to be more successful. Take notes on what changes you are making and why, keeping it all on the same piece of paper to be collected at the end.

11:25

Report out. 4 minutes per group. You can also do 4 groups for 5 minutes each.

11:45

Wrap up. Emphasize transferability of strong claim and revision skills, especially in the context of current assignment sequence. Questions. Homework. Collect workshop materials and let students know I will create a Word document with each version of claim and extensive comments and then post the final document on our Canvas site.

11:50

DONE!

*** You can see that 1. I love denominations of 5 (except for free writes. I find that 5 minutes is always too short and 10 is always too long. OCD lesson planning self hates that). 2. I really use my lesson plan as a guiding tool. Things almost always change in the middle of the lesson depending on how the class is going.

SAMPLE CLAIM FOR WORKSHOP

Although the vivid images used in Lady Gaga's music video are not very appealing to the eye, she is able to use those drastic scenes to portray how women are treated by men and how women should fight for themselves. Scenes such as showing her innocent-like self transform into a monster, being forced into sex slavery, and murdering the man in the end all show Lady Gaga's argument. Through this video, society can realize how women are seen in reality and can learn to do something to change how women are portrayed.

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GAGA CLAIMS FOR WORKSHOPPING

While some may argue that Lady Gaga's revealing clothing in this video is perpetuating the objectification of women, Lady Gaga is actually making a statement against sexism within our culture. She does this by showing how she was made into an object just for show, how she was stripped of her individuality, and how she ultimately takes revenge against the men who tried to take advantage of her.

When we analyze text, we usually focus on the literary feature, such as meaning of the lyrics or the rhetorical effect of it. However, the visual communication also plays an important role in identifying the character/text. In the music video *Bad Romance*, the changing identity is reflected on the changing of appearance, such as make up and clothing of Lady Gaga.

Despite being a mere source of entertainment, Lady Gaga's video "Bad Romance" is a reflection of social norms that heighten feminism in society. The video illustrates the distinction between the role of men and women, the significance of fame and wealth, and the influence of traditional values on the culture industry. Lady Gaga manages to portray how she was forced to change in order to meet the expectations of consumers of popular culture in real life through this video.

Although this music video can be interpreted as a representation of Gaga's battle with the music industry, it implies a more universal theme involving the media's portrayal of women. Through her lyrics, distinct characters, and story line, Gaga embodies the response of women in the media who are portrayed as sexual objects.

Music video, "Bad Romance" by Lady Gaga strikes viewers as a reminder of our abnormal relationship with consumerism. Sometimes the most obvious is the most easily missed, therefore understanding the message behind "Bad Romance" is important for us to reevaluate our urge of purchasing. Such a message is made obvious through the use of multiple product placements, the story line of purchasing Gaga, and the artist, Gaga herself's relationship with consumerism. Realizing that popular culture is open to interpretation, no understanding is wrong, however for those who believe in "Bad Romance" as an allusion to the music industry, may have neglected the meaning behind the products, and failed to recognize people's abnormal purchasing habits nowadays.