

Ede and Lunsford's "Audience Addressed/Audience Invoked" Goodman, Chapter 1, "What is Reading?"

Objectives

1. Students will identify elements of *logos*, *ethos*, and *pathos* in President Obama's inaugural address.
2. Students will identify arrangement/organization of President Obama's inaugural address.
3. Students will identify and explain the concepts of audience addressed/audience invoked.
4. Students will apply concepts of audience addressed/invoked to examples from the Book of Mormon.
5. Students will learn that reading is the process for making sense of a written text, not simply recognizing words.
6. Students will recognize that they bring meaning to a text.
7. Students will revise job application materials with a focus on audience and purpose.

Materials

- Barack Obama's Inaugural Address
- Ede/Lunsford PowerPoint
- Scott McCloud's "Understanding Comics"
- Barbara Lehman's *The Red Book*

Methods

- **Job Materials Submission**
 - Divide class into four equal groups.
 - Have students submit portfolios to another group.
 - Distribute portfolios to each student and allow only 1-2 minutes to glance at portfolio.
 - Pass portfolios to next student—continue around.
 - On sheet of paper, list observations
 - Discuss observations
- **Obama's Inaugural Address**
 - Listen to address
 - Focus on *logos*, *ethos*, and *pathos*.
 - Focus on organization: *exordium*, *narratio*, *confirmation*, *refutation*, *peroration*.
 - Discuss reaction to address as individuals and as rhetoricians.
- **"Audience Addressed/Invoked"**
 - Define audience addressed and audience invoked
 - Audience addressed and audience invoked in the Book of Mormon.
 - List examples of specific speaker/listener or reader/writer relationships in the Book of Mormon. Who are the specific speakers/listeners? Who are the specific writers/readers? What are the rhetorical situations?
 - Sermons/Addresses
 - One-on-one
 - Letters
 - Revelations/Visions

- Who are the addressed (actual) audiences?
 - Who are the invoked (implied) audiences?
 - How are the two audiences similar/different?
 - How does the speaker/writer accommodate both audiences?
- Students have come to class prepared to explain the Audience Addressed/Invoked wheel chart to each other.
- Present Ede and Lunsford's "Audience Addressed/Invoked" PowerPoint
 - Reinforce definitions
 - Apply concepts to posters
- Discuss Ede and Lunsford's article—what other points have you found meaningful in this article?
- How do these concepts of audience addressed/invoked apply to the job materials portfolio?
- **Goodman's "What is Reading?"**
 - Watch Scott McCloud's "Understanding Comics" (www.ted.com/talks).
 - Just have students watch the presentation focusing on "reading."
 - Don't discuss presentation until after Lehman's book.
 - While students are still in groups, distribute copies of Lehman's *The Red Book*.
 - Without introducing the book, have the groups gather around to "read" this wordless picture book.
 - What is reading?
 - How can this be reading if there are no words?
 - How is the presentation reading if there are no pages?
 - What role do words play in reading?
 - What roles do readers play in reading?
 - As you read the book and the presentation, what communication is going on within your groups or within us as an audience? Is this part of reading? How?
 - What does all of this have to do with Goodman's introduction?
 - What does all of this have to do with each of us as we read?

Assignment

- Ong's "The Writer's Audience is Always Fiction"
- Ramage, Ch. 4, "The Core of an Argument," 67
- Literacy Me-Quilt