



“Rants” - Human Rights Violations Rant Writing and Oral Presentation Assignment

It’s your time to be passionate and persuasive! **Pick a current event that reveals that *The Universal Declaration of Human Rights* is being ignored or violated somewhere in our world today, right now.** Often these types of things are much larger than a simple one-time event. Try to limit your focus (e.g. don’t research a whole war, do the effects of that war upon a particular region or group of people like children). Over the next few weeks you are going to research the event, then write and present a well-supported “RANT” that **informs, influences and calls your audience to action** using the skills of rhetoric we are going to examine in various texts.

You will be given some class time to work on this task; however, you will also have to work through this process on your own time.

Stage 1: The Proposal

Due: Friday February 13

Find something to get “fired up” about! Now that you are developing an understanding of *The Universal Declaration of Human Rights* you are going to become a detective to find the various human rights violations taking place in our world right now. We will use newspapers and online news sources to see what’s making news – but you must find something that interests YOU, to which you have a personal connection – otherwise you will never be able to write passionately about it.

Consider the following online sources:

http://www.bbc.co.uk/news/world/	(BBC World News)
http://www.amnesty.ca/	(Amnesty International website)
http://www.pencanada.ca/	(PEN Canada – writers’ rights website)
http://www.aljazeera.com/	(Arabic World News)
http://edition.cnn.com/?hpt=ed Intl	(CNN – International News website)
http://www.cbc.ca/news/world/	(CBC world news website)
http://www.survivalinternational.org/	(Survival International)

Once you have found something that gets you **fired up**, you will do the following:

- **Start researching**
 - Conduct preliminary research to ensure that you can find reputable and useable information to support your topic
 - **Keep detailed research notes as you go**
- **Write a Proposal**

The Paragraph – Write 1 detailed paragraph that:

- identifies your topic
- identifies the specific article in the *UDHR* that is being violated
- explains why you have chosen this topic and why you feel strongly about it

The Research

- Below your paragraph, list (using a proper MLA citation for each), 2 credible research sources that you intend to use to support your rant.

Stage 2: In- Depth Research and Rant Preparation

February 13-23

Written Rant and Annotated Works Cited due Monday February 23

→ In- Depth Research

- Once you have submitted your proposal it is up to you to **continue doing research** about your topic – attempt to learn as much as you can – the more you know, the better you will be able to inform the class about your topic
- **Keep detailed research notes as you go**
- Read your sources carefully, always keeping in mind that you will ultimately use them (directly or indirectly) to build an argument within your speech showing that you have credible knowledge about your topic.
- At the end of the process you will need **at least FIVE (5)** sources of information about your topic. No matter which source you use, you **MUST** ensure that you have gathered all of the correct information in order to produce a **proper ANNOTATED WORKS CITED page** for your speech.

→ Writing your Rant

- Write a rant (passionate and supported speech) of **approximately 2-3 pages or between 2-3 minutes in length**. As this task is a **personal speech**, you have some leeway in terms of the content – be personal, emotional, be creative, be brave, be vehement in defending your point of view ; however, **you still must follow conventions of Standard English and ground your speech in your research**.
- ❖ The **rant is essentially a spoken personal essay and must “read” like** that (in other words, it must be written out on paper with paragraphs and sentences).

You must:

- Include a **thesis statement** - pick the one clear message you want your audience to remember about the issue that you’re highlighting.
- Indicate the human right violation with a **direct connection to the declaration**.
- Your speech must include references to your research and should include examples that are introduced and integrated and **properly cited** with a parenthetical citation (which is required even if you are paraphrasing the information).
- **Inform** your audience about the situation (Who, What, Where, Why, When and How) ***Be credible and knowledgeable, but don’t overwhelm your audience with too many details**.
- **Influence** your audience. Appeal to your listeners; engage them right from the start. Keep them listening. Make them think.

Your Rant MUST include the following rhetorical devices:

- You must use **PATHOS, LOGOS and ETHOS**
- Use **persuasive language** techniques such as **rhetorical devices** and **figurative language**. You
 - must use at least **three (3) different** examples from the following list:

repetition	imagery	facts/statistics	hyperbole
sarcasm	metaphor	simile	rhetorical question
allusion	invective	personal anecdote	irony

- **A specific Call- to- Action**
 - **Motivate** your audience. Be clear with what you want your audience to do, think or remember
- ❖ *Ultimately, your job is to take a very small bit of information and allow it to fire your passion – then you need to convey that passion to your listening audience.*

→ Prepare an Annotated Works Cited Page

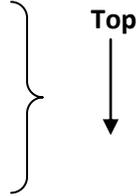
- see page 4 for detailed instructions about how to do this

Submission Requirements

Due February 23

Package to be submitted on February 23

- Rubric with name
- Printed Copy of Speech (*see expectations below*)
- Annotated Works Cited
- All Research Notes
- Proposal



Expectations for Printed Copy of Speech

You will submit a **printed copy** of the text of your “Rant” that adheres to **proper MLA formatting**, including **parenthetical citations** (they don’t need to be included when you speak) AND a **proper Annotated Works Cited/Consulted page**.

The printed copy of your speech must be annotated with the following:

- ✓ the **thesis statement** must be **highlighted**
- ✓ the **connection** to the **Universal Declaration of Human Rights** must have a box around it
- ✓ the **figures of speech/rhetorical devices** must be **underlined** and labelled

Stage 4: Presenting the “Rant”

In class March 9-13

In getting ready for an oral presentation, you may feel a great deal of anxiety. You can reduce your fears and lay the foundation for a successful performance by being practiced and prepared.

- A well-written speech that follows the conventions of essay writing (hook, thesis, introduction, body, thesis reminders, conclusion) will have a strong structure built into it.
- Ensure that you can pronounce all of the words (if you wrote it, you need to know what it’s going to sound like!)
- A well-read speech will be just as effective as a memorized speech, especially if you have practiced the tone and pace and pauses for eye contact.
- Your entire body presents your speech – think carefully about the way you stand, where you put your arms/hands, and how you move about during the speech.

Take a look at the following Rants for inspiration:

https://www.youtube.com/watch?v=G1kuRCXdu5A&feature=player_embedded

https://www.youtube.com/watch?v=_kkvaRVktFg

<http://www.cbc.ca/strombo/world/soap-box-david-suzuki.html>

How to Create a Proper Annotated Works Cited Page

Source: <http://owl.english.purdue.edu/owl/resource/614/01/>

GO TO THIS SITE FOR SPECIFIC QUESTIONS and ANSWERS

An Annotated Works Cited page contains 2 major elements :

1. A **properly- formatted MLA citation** for each source and,
2. A **properly - formatted annotation** for each source

What is an Annotation?

An 'annotation' is a summary and/or evaluation. Therefore, an annotated Works Cited page includes a summary and/or evaluation of each of the sources. Depending on your project or the assignment, your annotations may do one or more of the following.

• **Summarize:** Some annotations merely summarize the source. What are the main arguments? What is the point of this book or article? What topics are covered? If someone asked what this article/book is about, what would you say? The length of your annotations will determine how detailed your summary is.

• **Assess:** After summarizing a source, it may be helpful to evaluate it. Is it a useful source? How does it compare with other sources in your bibliography? Is the information reliable? Is this source biased or objective? What is the goal of this source?

• **Reflect:** Once you've summarized and assessed a source, you need to ask how it fits into your research. Was this source helpful to you? How does it help you shape your argument? How can you use this source in your research project? Has it changed how you think about your topic?

- Your **FINAL** Annotated Works Cited page will include **properly formatted citations for all sources** (minimum 5) *and* annotations for 3 sources.

Sample Annotated Works Cited Page

Formatting Notes:

- ✓ Font size 12, boring font
- ✓ 1 inch (2.54 cm) margins
- ✓ Double- spaced
- ✓ Entries listed in alphabetical order
- ✓ Citations formatted properly (different types of entries are formatted differently!)
- ✓ This is 'formal' piece of writing so no "I"!!

Husky Student

ENG 3UI

Ms English

2 December 2013

Annotated Works Cited

Battle, Ken. Child Poverty: The Evolution and Impact of Child Benefits." *A Question of Commitment: Children's Rights in Canada*. Ed. Katherine Covell and R.Brian Howe.

Waterloo, ON: Wilfrid Laurier University Press. 2007. 21-44.

Ken Battle draws on a close study of government documents, as well as his own research as an extensively-published policy analyst, to explain Canadian child benefit programs. He outlines some fundamental assumptions supporting the belief that all society members should contribute to the upbringing of children. [...] Battle pays particular attention to the National Child Benefit (NCB), arguing that it did not deserve to be criticized by politicians and journalists. He outlines the NCB's development, costs, and benefits, and laments that the Conservative government scaled it back in favour of the inferior Universal Child Care Benefit (UCCB). However, he relies too heavily on his own work; he is the sole or primary author of almost half the sources in his bibliography[...] This source is useful to support this argument that the government should continue to play a central role in social welfare and in particular, in the protection of children though the continuation of programs such as the NCB.

Soapbox Speech – Evaluation Name: _____ Overall Mark _____ %

	Level 4 The speech is highly persuasive, well-presented, and soundly argued. There is evidence of significant research and practice.	Level 3 The speech is persuasive, well-presented, and argued. There is evidence of research and practice.	Level 2 The speech is somewhat persuasive, adequately presented, and clearly argued. There is some evidence of research and practice.	Level 1 The speech has some strengths but the audience is not convinced to consider the argument. Lacking research and/or practice.	Below Level The speech is generally weak and unconvincing. Scant research and/or practice.
ORAL COMMUNICATION Level _____ = _____ /40					
Eye Contact	Maintains natural eye contact for at least 1/2 of the speech.	Makes natural eye contact for at least 1/3 of the speech.	Makes occasional eye contact.	Makes little eye contact.	Makes little to no eye contact; reading without looking up.
Body Language	Body language is confident, deliberate, poised and professional.	Body language communicates confidence for most of the speech.	Student appears nervous but corrects body language issues.	Student fidgets, sways, twirls, leans or rocks frequently. Hands in pockets and/or leaning.	Student fidgets, sways, twirls, leans or rocks frequently. Hands in pockets and/or leaning.
Voice	Voice is unique and commanding, of appropriate volume, and naturally paced (even if reading).	Voice is clear, of appropriate volume, and naturally paced (even if reading).	Voice is unclear OR too soft OR too loud OR too fast.	Voice is weak in two areas (clarity, volume, and pace).	Student has an issue with clarity, volume and pace.
Usage	There are no usage or pronunciation errors in the speech (practiced).	There are one or two usage or pronunciation errors in the speech (practiced).	There are only three to four usage or pronunciation errors in the speech.	There are several usage or pronunciation errors in the speech.	There are frequent usage and/or pronunciation errors in the speech.
CONTENT Level _____ = _____ /35					
Thesis	Thesis is insightful; beyond obvious; student defends the thesis convincingly, with passion.	Thesis offers some insight; clear and focused; student defends the thesis adequately.	Thesis is somewhat arguable; needs clarification; student somewhat defends thesis	Student has vague thesis but it needs clarification; student defends thesis with limited effectiveness.	Student has no clear thesis.
Reasons	Student's reasons are creative, distinct, sufficient, and relevant.	Student's reasons are distinct, sufficient, and relevant.	Student's reasons are indistinct, insufficient, OR irrelevant.	Student's reasons meet only one of the three requirements.	Student's reasons meet none of the three requirements.
Evidence (from research)	Evidence is used creatively, is varied, reliable, relevant, and sufficient.	Evidence is varied, reliable, relevant, and sufficient.	Evidence meets only three of the requirements.	Evidence meets only two of the requirements.	Evidence meets only one of the requirements (or none).
Call To Action	Student gives passionate, specific, direct instruction to the audience for a call to action (near end of speech).	Student gives specific, direct instructions to the audience for a call to action (near end of speech).	The student gives a call to action.	The student implies a call to action.	The student does not give a call to action.
Style and Mechanics of written component	<ul style="list-style-type: none"> ✓ Spelling and grammar nearly flawless; contain misspellings that are minor or repetitive; occurring primarily when a student takes a risk with sophisticated vocabulary ✓ Mature, well-developed paragraphs ✓ Excellent sentence structure: complexity and variety ✓ Verb tense consistent and appropriate ✓ Punctuation meticulously accurate Minor errors do not interrupt flow	<ul style="list-style-type: none"> ✓ Few minor spelling/grammar errors ✓ Focused paragraphs ✓ Attempts shown at using complex sentence structure ✓ Verb tense mostly consistent and appropriate ✓ Punctuation mostly accurate Communication remains clear	<ul style="list-style-type: none"> ✓ Several spelling and grammar errors ✓ Adequate paragraphing; some structural errors or omissions ✓ Some sentence structure errors ✓ Some verb tense inconsistency ✓ Some punctuation errors evident Mechanical errors cause some interruptions, blurs the clarity of expression or occasionally impedes the flow of the writing	<ul style="list-style-type: none"> ✓ Many spelling/grammar errors ✓ Brief paragraphs or flaws in basic paragraph structure ✓ Many sentence structure errors ✓ Many verb tense inconsistencies ✓ Many punctuation and capitalization errors Errors distract reader and impede the flow of the writing	<ul style="list-style-type: none"> ✓ Spelling/grammar below level ✓ Underdeveloped paragraphs ✓ Below level sentence structure ✓ Highly flawed verb tense usage ✓ Punctuation erratic ✓ Significant errors; below level Parts of the writing are incomprehensible due to significant errors
Persuasive Appeals	Student effectively uses logos, ethos and pathos.	Student effectively uses two or more appeals.	Student uses only one or two types of appeals and they are moderately effective.	Student uses only one type of appeal or uses several ineffectively.	Student does not use persuasive appeals.
Rhetorical Strategies	Student creatively uses diction, figurative language and structure for optimum effect.	Student effectively uses rhetorical strategies.	Student uses some rhetorical strategies but their use is more perfunctory than deliberate.	Student attempted to use rhetorical strategies but did not seem to use them for effect.	Student uses devices ineffectively or not at all.
(check those that were used effectively)	repetition sarcasm allusion	imagery metaphor invective	facts/statistics simile personal anecdote	hyperbole rhetorical question irony	
PROCESS Level _____ = _____ /25					
Proposal 10%	Insightful proposal shows student has thought thoroughly and critically about topic	Clear proposal shows student has thought about the topic	Brief development of ideas shows student has put some thought into proposal	Little development of ideas shows student has put limited thought into proposal	Proposal re- tells topic or issue but does not demonstrate any development of own ideas; little to no thought put into proposal
Annotated Works Cited 10%	Flawless or near flawless presentation of essay and Works Cited page	Minor mistakes; shows reasonably good understanding of MLA format	Some mistakes; more care or understanding needed re: MLA formatting requirements	Many mistakes; significant weaknesses with MLA formatting	Serious weakness in basic formatting; no Works Cited page
Research Notes 5%	Thorough and effective research notes	Effective research notes	Somewhat effective research notes	Research appears to be limited	Little to no evidence of research
"I Cares" Completed?					
Proper MLA Formatting of Speech ↔ yes or no					
Required Elements Marked as Instructed on printed version of speech ↔ yes or no					
All Submission Requirements met ↔ yes or no					

