

I Was Convinced  
Student Assignment/Activity  
Meghann Meeusen

**Genre/Activity Questions:** When we think about a particular type of writing, we often think about audience, but what about who is producing the text? How do these factors play together, and how are both contextual (driven by cultural/historical perceptions of the producer and receiver of the text)?

### **Select Someone Who Can Convince You**

Choose the position of a famous person, real or fictional. The person must be associated strongly (or famously) with a particular idea or stance with which you agree and identify. Find a description of their position and either summarize it, quote it or provide an example of it.

Or, if you prefer, select a famous person (again, either real or fictional) whom you admire. Consider the following idea: If that person were going to sell you something, what would it be, and why would you buy it?

### **Reflect and Write about Why**

Create a text (and I'm being vague on purpose here—choose an appropriate genre and be creative!) in which you reflect on how and why this person was able to convince you of his/her point, reinforce your already held beliefs, or sell you something that might be associated with him/her.

Make sure that your text conveys the persuasive language used by this person. What specific elements of persuasion were influential? Include what this person has said or wrote, and what tools of persuasion he/she used/uses.

Additionally, perhaps you identify with the person... discuss what it is about the person him/herself and how this plays into your shared beliefs. What is convincing about the person's very personality?

And, in the spirit of genre studies, write a brief description of why you chose to present your information in the genre you selected and how you implemented it effectively.

### **After the Assignment**

Talk about the texts that exist in this assignment. First, consider the "text" created by the individual who is persuasive, whether it be inscribed or active. Then, talk about the texts that were created by the students... how do these texts interact with the initial text? Use this activity

to talk about genres in terms of CHAT theory as well, considering the production of persuasive texts both inscribed and active.

**Notes for In-Class Activity:**

**Objective:** Consider how the speaker can be a convincing element, and how CHAT theory and issues of context can be used to explain this factor.

Circle up. Each person shares their text, explaining it in about one minute. Then, in response, one person must volunteer one of two things: 1) something that can be said about society because of the how persuasive this person is or 2) what else they note about the ways the person is able to be convincing

The catch: everyone has to respond at one point, and the person who responds also goes next. The idea is that this forces participation from everyone, and limits each person to one time. However, they can also help out each other.