Question 2: Rhetorical Analysis

Remember last semester???:) Before we look at your essays, let’s evaluate other students’ Rhetorical Analysis essays.

Table Groups - let’s evaluate! Candy for top table! Keep track on the white boards of the # off (e.g. you chose 8 & it’s a 9, you write “1” – lowest scoring table wins)!

Pay close attention not only to the ranking, but the rationale as well! You will include the effective aspects you notices/we discussed when you compose your reflection!

2015 Prompt: Analyze the rhetorical choices Cesar Chavez makes to develop his argument about nonviolent resistance.
Source G

• Score: 9
• Begins by recognizing the rhetorical occasion, an article marking the tenth anniversary of the assassination of Dr. Martin Luther King, Jr.
• Effectively identifies and analyzes Cesar Chavez’s rhetorical choices, explaining how these choices serve the writer's purpose, to persuade his readers “only nonviolence will be able to achieve the goals of civil rights activists.”
• Thoroughly analyzes and develops the connections among Chavez’s many rhetorical choices ("contrasting diction to differentiate violent actions and nonviolent actions," “plural pronoun ‘we’” to make an emotional appeal, appeals to the authority of Dr. King and Gandhi, and the rhetorical question and its implicit logic that directs readers to remember history and its lesson of how the poor suffer most in violent revolution).
• Demonstrates an especially sophisticated and thorough development; for example, in discussing how Chavez “portrays the ‘we’ as a righteous sympathetic people,” the essay effectively analyzes how Chavez moves his audience: “By contrasting a compassionate nonviolent people, who are able to comprehend the importance of even one life, to the almost heartless people advocating for violence, [Chavez's] use of plural pronouns is in fact an emotional appeal that prompts the audience towards his side of the argument.” This explanation also demonstrates a nuanced discussion of how rhetorical appeals work.
• Shows an impressive control of language although the essay is not flawless.
Source C

Score: 5

• Begins abruptly: “Chavez takes a stand” in favor on nonviolent resistance with no attention to the rhetorical context.

• Identifies and analyzes four rhetorical “devices” (repetition, allusion, a rhetorical question, and pathos); however, its explanation of repetition is unconvincing. The student asserts that just repeating the word nonviolence and its consequences “can sway the reader to agree” without considering that repetition alone does not equal a convincing argument.

• Reveals uneven development throughout the essay. Moments of adequate analysis (alluding to Gandhi “pulls in another source that support [Chavez’s] beliefs” are followed by confusing and inadequate analysis (“This strategy [the rhetorical question] is important because it adds another reason for someone to support him when they are able to see the other side of the situation”). It is not clear why a rhetorical question would by itself promote seeing two sides (in fact, such questions usually function quite differently, to try to force the listener to see clearly a particular side).

• Exemplifies inconsistent explanations. The writer understands that pathos means appealing to the audience's emotions, but doesn’t explain clearly how the claim that Chavez’s “reference to [his readers’] lives as a gift from God evokes feelings of self worth and importance” promotes Chavez’s larger purpose, to persuade his readers to endorse nonviolence.

• Generally the prose is clear, but the essay’s uneven and limited development is typical of essays earning a 5.
Source D

• Score: 8

• Effectively identifies and analyzes Cesar Chavez’s rhetorical choices – striking diction, juxtaposition, and appeals to the reader’s fundamental moral beliefs – to argue that “nonviolence is the best and most moral way to bring change.”

• Provides convincing evidence and analysis (e.g. “Chavez uses Gandhi, a famous and highly respected advocate of nonviolence, to allude to the success peace can bring since Gandhi managed to win India back from an empire”).

• Effectively builds its case through a well-developed structure, moving from the analysis of how Chavez’s diction works (“less than 10 words into his request, [Chavez] has already tied ‘nonviolence’ to ‘power’”) to end with a broader point about how Chavez appeals to the audience’s beliefs (“He also appeals to readers’ sense of humanity and virtue, portraying nonviolence as something for those who don’t want to exploit the weak or poor”).

• Controls a wide range of elements of effective writing, with some elegant sentences, but the prose is not flawless; sometimes the student’s eloquence turns into overstating the case: “By depicting violence as deplorable and vile, he convinces those with even a shred of decency or humanity that…”).
What did you notice about 8-9 papers? Choose a recorder from your table and have him/her write an effective aspect on the white board! Go!

Prompt: Analyze the rhetorical strategies Johnson uses to argue his position on debtors’ prison.

Range – 2-9

What belongs in thesis?

• How author’s use of rhetorical strategies effectively conveyed his/her PURPOSE! YOU MUST INCLUDE THE AUTHOR’S PURPOSE IN THE INTRODUCTION, AND CONTINUE TO DISCUSS HOW HIS/HER STRATEGIES CONVEYED THAT PURPOSE!!!!

• Support claims with specific textual evidence!

• Tip: the more rhetorical terms you know, the more choices you have when composing your rhetorical analysis! I “helped” some of you with the term you were describing (e.g. using words like “we” = inclusive pronoun). Also, review tone and diction terms! (E.g. contemptuous tone, concrete diction, etc.).

• Reminders: use PRESENT TENSE for literary analysis! Also, use POWER VERBS!
7, 8, & 9 Essays

Period 3: Chase, Nick, Ethan, Brandon R., & Ben, Josh.

Period 4: Mariah W., Tien, Kendra B., Nicole, Elijah, Mariah M., Ann, Tiffany, & Kendra H.

View these effective essays in Aca Prep or Review Session(s)!
Rhetorical Analysis Reflection PT #1

Include the following in your reflection:

1. Wins/pluses/positives regarding your essay.

2. Opportunities/deltas/areas to improve regarding your essay.

3. Four effective strategies you will apply to your next Rhetorical Analysis essay based on the Effective/High Scoring Essays and our discussion (e.g. know more terms to provide enhanced choices/review tone & diction terms, discuss author’s PURPOSE throughout, include specific textual references to support your analysis, avoid definitions-remember your audience knows what Debtors’ Prisons are, as well as the definition of rhetorical strategies!, etc.).

Receive STAMP for full credit when you turn in all reflections!
ESSAYS MUST BE RETURNED DUE TO THE FINAL EXAM NATURE!