The Assignment
A rhetorical analysis, as the name suggests, is an analysis of a document using the rhetorical concepts of audience, purpose, and context and employing strategies such as ethos, pathos, and logos in our documents.

In this class, we are polishing our skills toward being analytical readers and rhetorical writers. In order to acquire these skills, we will start by analyzing documents and then create our own. This unit tries to achieve analytical writing skills through analysis of examples and writing practice. Plus, we will be reading a few chapters from *Rhetorical Visions* and from popular media that provide a framework for this assignment.

Purpose
Rhetorical analysis is a useful writing exercise for the following reasons:

- **Strengthen analytical skills**: The advantage being becoming a strong writer, not only in the academic sphere, but also in the professional sphere

- **Strengthen rhetorical skills**: This makes a writer aware of the different principles and strategies that govern a writing process. This helps you as a reader to understand the reason a writer writes in a certain way and the strategies he/she uses, and it helps you as a writer to adapt your writing style to your reader and employ similar strategies.

- **Strengthen academic writing skills**: Analytical writing using a rhetorical stance is greatly valued in the academic community. It is certainly a great asset to possess for a fruitful academic experience at ISU.

Process
You are to find a document of which you can find sufficient information on its context, purpose, and audience. The document can be either be text or a visual, but it **should be related to the bio-energy theme** of the class. Plus, the document should be well-documented enough for you to research it without much trouble. It should be a document you can find enough information on its author, its context, and purpose.

Then, you are to analyze it rhetorically. Pages 81-3 in *Good Reasons* provide a very helpful outline on the process of analysis. We will discuss the process in class.

Listed below are some questions that can help you focus your rhetorical analysis

Content
1. What kinds of evidence—facts, statistics, anecdotes—does the author use? How does the selection of supporting evidence help fulfill the purpose of the text?
2. How does the writer use supporting evidence to appeal to readers? Are these appeals logical and rational? Emotional? A combination of the two?
3. What does selection of details tell you about the writer? What do these details tell you about the writer’s assumptions about the knowledge and experience of the readers?

**Organization**
1. How does the organization of the text help fulfill its purpose? For example, if the author puts the thesis in the concluding paragraph, how does that strategy help persuade readers?
2. What cueing devices does the author use to emphasize important points and to guide the reader through the essay? Do visual cues—headings, spacing, listing—help organize the text for the reader, or emphasize (or de-emphasize) certain points?
3. Is the information clustered/segmented in a way meaningful to readers and compatible with purpose? Does the clustering of information follow established patterns (e.g., classification, description, comparison, problem/solution, others)?

**Expression**
1. How does the language of the text help the text fulfill its purpose for the readers? How do the following uses of language influence the text?
   - concrete versus abstract words
   - level of technicality (Does the writer assume readers understand certain terms, or does the writer provide definitions of certain terms?)
   - formality (highly formal, use of slang)
2. How does the writer use language to establish a certain tone in the essay? Is the tone well suited to the audience and purpose?
3. What kinds of sentences does the writer use? Does the writer vary sentences for emphasis? How readable are the sentences? Does the writer use topic sentences or forecasting statements to guide readers? Does the writer include transitions to move smoothly from one sentence to the next?

**Other Criteria**
*Page Length:* 3-4 double-spaced (minimum of 600-700 words)
*Format:* MLA
*Sources:* 3 (at least)
*Due Date:* 10 March 2006

**Evaluation Criteria**
The rhetorical analysis should have,
- A clear, focused, and detailed thesis
- A strong rhetorical focus
- Strong Analysis of context and text
- A solid organization structure
- Clarity
- Credible sources
- Grammatical and mechanical correctness
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<tr>
<th><strong>Content</strong></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
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<td>Contextual analysis includes a discussion of the following</td>
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<td>- <strong>Audience</strong></td>
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<td>- <strong>Purpose</strong></td>
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<td>- <strong>Context</strong></td>
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<td>Textual analysis includes a discussion of the following</td>
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<td>- <strong>Ethos</strong></td>
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<td>- <strong>Pathos</strong></td>
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<td>- <strong>Logos</strong></td>
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<td>- <strong>Tone/Style/Metaphors</strong></td>
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<td>Effective conclusion</td>
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**Development of Argument**

Analysis introduces a new claim for each argument

Claim is followed by evidence in form of research or quotes from the text

Evidence followed by an explanation on how the evidence reflects the claim

**Citations**

Citations follow MLA/APA format

In-text citations inserted wherever necessary within the text

Sources included in the works cited