**ESSAY 2 ENGLISH 1102**

**Analyzing Rhetoric: Selections from *True Crime* anthologyOR choose from episode three or six of *Manhunt: Unabomber*.**

Length: 3-4 pages minimum (1000-1200 words)

**PURPOSE:** In the analyzing rhetoric paper, you must critique, evaluate, and otherwise asses what you have read. Your essay must refer to established criteria and standards such as rhetorical appeals (i.e., ethos, pathos, and logos), argumentation principles (claims, evidence, analysis), and writing conventions (e.g. organization and style). Keep in mind that the rhetorical analysis paper is not an “engaging the text” paper. While essay one asked you to articulate and to defend a response to a source text, the analyzing rhetoric paper asks you to refer to the above criteria and standards to make a value judgment in which you deem a source text effective or ineffective, persuasive or unpersuasive, and so forth.

One of the foundational skills of an educated citizen is your ability to comprehend and evaluate complex and multifaceted arguments. This essay practices some of those skills.

**TASK:** Write a 1000-1200 word rhetorical analysis that critiques an argument from *True Crime* or *Manhunt: Unabomber*. See guidelines below for ideas about how to present your findings.

**EXPECTATIONS FOR THIS ESSAY:**

* *PREPARE TO WRITE*: Develop critical reading skills: read/listen/watch slowly and deliberately, annotating the text. o Continue developing genre awareness. As a reader, you should be asking: What kind of text am I reading? What are its features? What argument(s) is it making? Do I trust the argument(s)? Why or why not? o As a writer, you should be asking: What kind of text am I writing? What are its features? What makes it credible? Who is my audience? What is my purpose?
* *INTRODUCTION*: The introduction should achieve three objectives: 1) it should **introduce** the text under analysis, including both its title and its author/director, if applicable; 2) it should **summarize** both what the text says and how the text says it in a clear, concise, and accurate manner, and 3) your intro should **conclude** with an argument that articulates a critique/assessment/evaluation of the text with reference to specific rhetorical, compositional, argumentative, stylistic, and/or organizational choices.
* *THESIS STATEMENT (the conclusion part referenced in the intro expectations above):* Your thesis should present a clear and concise argumentative statement that evaluates the *effectiveness* or *persuasiveness* of the source text based on rhetoric, argument, organization, style, etc. Remember, your thesis should *not* be presented as a response to the text’s main points (e.g., agreeing or disagreeing with the text’s ideas) but should make a value judgement about the text (e.g., why the text is effective or persuasive).
* *BODY PARAGRAPHS (3-4):* Each content paragraph should likewise include three components: (1) **a topic sentence**, (2) **evidence**, and (3) **analysis**. Each **topic sentence** should make an argumentative claim that further specifies the assessment of the source text articulated in the thesis statement, and as such should evaluate a particular rhetorical, compositional, organizational, stylistic, logical, (etc.), choice made in that text. **Evidence**, meanwhile, will take the form of quotations or of paraphrases, from the source text, that support and/or illustrate the claim made in the topic sentence, and the **analysis** will explain how each piece of evidence supports, illustrates, and otherwise “proves” the argued evaluation.
* *TEXTUAL SUPPORT:* Incorporate relevant textual support to strengthen your argument and make it more compelling. Support takes the form of specific and exact quotes, paraphrasing, and scene description from the primary text. Choose one format (APA, MLA, Chicago) and stick to it. Use the Purdue OWL website or the University Writing Center website in formatting your essay, your citations, and your source page.
* *CONCLUSION:* Conclude with a paragraph that doesn’t just summarize what you already said. Like your introduction, which is important because it’s your first impression, your conclusion is equally important because it’s your last impression. Leave your reader(s) with something to think about. Challenge them. Provoke them. Make them feel something. Like the rest of your paper, your conclusion should *do* something.
* *STYLE AND CONVENTIONS OF STANDARD ACADEMIC*

*ENGLISH:* Develop mindfulness of the usage conventions of academic English. Begin understanding how the choices you make concerning those conventions impact your readers, as well as your own ethos as a writer/thinker. As you do this, you will work to develop or hone an understanding of dialect awareness.

**Deadline: DUE IN HARD COPY AND IN COURSEDEN DROPBOX**

**BY POSTED DATE AND TIME. NO EMAILED ESSAYS WILL BE ACCEPTED. NO UNREADABLE FILES WILL COUNT FOR CREDIT.**

**CONSIDERATIONS:**

A successful Rhetorical Analysis will take into account how a textual argument is constructed in order to deconstruct and assess the argumentative strategies. Consider the following as you take apart the text’s argument in order to build your critique of that argument:

*Ethos* (often simplified as Speaker): Ethos is the Greek term for “ethics,” but has been made to represent credibility of the person making a communication (the “speaker”). Ethos is established through a variety of factors, including status, awareness, professionalism, celebrity endorsement, research, and so on. Building ethos can make your audience trust what you are saying.

*Pathos* (often simplified as Audience): Pathos is the Greek term for “emotion,” but has been made to represent how an audience feels or experiences a message. The appeal of pathos makes a person feel excited, sad, angry, motivated, jealous, or any other number of emotions that may persuade them to act based on what you say.

*Logos* (often simplified as Message): Logos is the Greek term for “logic,” but has been made to represent the facts, research, and other elements of the “message” or argument that provide proof or evidence to a claim. Use logos to convince your audience that what they are hearing or seeing is well-researched, well-built, or otherwise worth their time.

*Other Considerations* (composition, organization, style): When assessing a textual argument, you might consider **where** or **when** information appears in the text. The way an argument is composed or organized is often strategic—(what does the author acknowledge first in an objective way, for example, in order to then refute in a convincing way). Pay attention to choices an author or director makes (when do we see flashbacks and what are their effects on us, for example). This assignment gives us a chance to practice seeing the skeleton of an argument so we can pull back from the big picture in order to understand how a text moves us to respond in particular ways and why such strategies are effective or ineffective. We’re looking at the trees AND thinking about how they compose the forest.

**SUPPORT:** Remember, the University Writing Center is open and waiting to serve you!