Rhetorical Analysis Essay

A rhetorical analysis essay is one in which you, the writer, analyze and discuss how an author uses certain rhetorical devices in order to achieve a certain purpose.

In this essay, you will be asked specifically how Antony uses rhetorical appeals in order to achieve a specific purpose.

You will write a five (5) paragraph rhetorical analysis essay. This is a formal essay, so you will need to write using formal writing conventions. I have attached a list of these to help guide you.

Though it will be a timed writing, you will be allowed to see the prompt in advance and use your prewriting to help you.

* Prewrite – **DUE: end of class today, 12/3-12/4 (minor grade)**
  + Annotate the essay you are asked to analyze
  + Develop a thesis statement
  + Plan topic sentences for each body paragraph
  + Plan a concluding paragraph
* Timed Writing – **in class Friday, 12/5 (major grade)**
  + Write a neat, thorough, final draft of the essay to be turned in for a major grade – you will be allowed to use your pre-writing sheet.

**Formal Writing Conventions**

* Written in complete sentences, and indent the beginning of each paragraph.
* Write in 3rd person – no use of I, me, you, we, us, my, mine, our, etc.
* Do not use contractions or abbreviations – write the word out in its entirety. Avoid slang or informal jargon.
* Stay on task – answer the prompt with your thesis statement, and ensure that all topic sentences, evidence, and analysis can be related back to your thesis.
* Use quotation marks to denote when you have taken a direct quotation from the text you are analyzing.

Your essay will be graded using the Pre-AP Modified AP Rhetorical Analysis Rubric

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| **Self-Evaluation Rubric for the Advanced Placement Essays** | | | | | | |
|  | **8-9** | **6-7** | **5** | **3-4** | **1-2** | **0** |
| **Overall Impression** | Demonstrates excellent control of the literature and outstanding writing competence; thorough and effective; incisive | Demonstrates good control of the literature and good writing competence; less thorough and incisive than the highest papers | Reveals simplistic thinking and/or immature writing; adequate skills | Incomplete thinking; fails to respond adequately to part or parts of the questions; may paraphrase rather than analyze | Unacceptably brief; fails to respond to the question; little clarity | Lacking skill and competence |
| **Understanding of the Text** | Excellent understanding of the text; exhibits perception and clarity; original or unique approach; includes apt and specific references | Good understanding of the text; exhibits perception and clarity; includes specific references | Superficial understanding of the text; elements of literature vague, mechanical, over-generalized | Misreadings and lack of persuasive evidence from the text; meager and unconvincing treatment of literary elements | Serious misreadings and little supporting evidence from the text; erroneous treatment of literary elements | A response with no more than a reference to the literature; blank response, or one completely off the topic |
| **Organization and Development** | Meticulously organized and thoroughly developed; coherent and unified | Well-organized and developed; coherent and unified | Reasonably organized and developed; mostly coherent and unified | Somewhat organized and developed; some incoherence and lack of unity | Little or no organization and development; incoherent and void of unity | No apparent organization or development; incoherent |
| **Use of Sentences** | Effectively varied and engaging; virtually error free | Varied and interesting; a few errors | Adequately varied; some errors | Somewhat varied and marginally interesting; one or more major errors | Little or no variation; dull and uninteresting; some major errors | Numerous major errors |
| **Word Choice** | Interesting and effective; virtually error free | Generally interesting and effective; a few errors | Occasionally interesting and effective; several errors | Somewhat dull and ordinary; some errors in diction | Mostly dull and conventional; numerous errors | Numerous major errors; extremely immature |
| **Grammar and Usage** | Virtually error free | Occasional minor errors | Several minor errors | Some major errors | Severely flawed; frequent major errors | Extremely flawed |

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| **9 = 100%** | **8 = 95 %** | **7 = 90%** | **6 = 85%** | **5 = 80%** | **4 = 75%** | **3 = 65%** | **2 = 60%** | **1 = 50%** |

**Directions:**  In a well-thought out essay, respond to the following prompt. Remember to include a thesis statement, a topic sentence for each paragraph, analysis of figurative language, textual evidence, personal commentary, and a strong conclusion.

**Essay Prompt**

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| In Act III, Scene 2 of *Julius* Caesar, Antony delivers a forceful eulogy for Caesar using various rhetorical devices. Read the scene again carefully. Identify and evaluate the Antony’s purpose in his speech. Then write an essay in which you **analyze Antony’s use of *rhetorical strategies*** *(see sample list below*) **and *rhetorical appeals*** *( ethos, pathos and/or logos)* to achieve his purpose. Discuss the question: How does Antony use rhetorical devices to achieve his purpose? Be sure to support your analysis with specific references to the text. |

**Some Rhetorical Strategies You Might Annotate Text For:**

* **Logos**
  + Facts and statistics
  + Deductive reasoning/law of syllogism
  + Analogies
  + Reliance on authority – quoting well-regarded experts
  + Tradition
  + Cause & effect
  + Research
  + Definitions
* **Ethos**
  + Establishing credibility through personal & professional qualifications
  + Use of 1st person plural pronouns (we/us/our, etc.)
  + Restating opposing viewpoints fairly and accurately
  + Relevant allusions
  + Associating self with relevant organizations/individuals
  + Using reasonable language/avoiding inflammatory tone
* **Pathos**
  + Repetition
  + Diction with strong connotation
  + Alliteration
  + Contrast
  + Figurative Language (simile, metaphor, personification, hyperbole, symbolism)
  + Imagery
  + Strong contrasts (such as through antithesis)
  + Anecdote (brief narrative stories)

**Elements of Argumentation You May Also Find and Use**

A persuasive author will use most, if not all, of these elements to organize and craft his argument.

* Claim – the thesis or assertion about the topic
* Concession – acknowledging opposing viewpoints
* Counterargument – refuting the opposition’s evidence
* Qualifiers – words and phrases that limit the claim, such as *usually, sometimes, in many cases, etc.*
* Rebuttal – showing the opposing argument to be weak or wrong
* Call to Action – signifying action the writer wants the reader to take

**Writing the Thesis Statement**

1. What is the subject of the speeches? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. How does Antony feel about the subject?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. What types of rhetorical devices does Antony use? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. What does Antony want people to do/feel as a result of his speeches? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. How does the use of those devices help the Antony achieve his purpose? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Thesis Statement:** Now write your thesis statement using the information from above:

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| In \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ uses \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (Name of Text) (Name of speaker) (List of devices speaker uses)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (Write speaker’s purpose here) |

**Planning the Essay**

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| **Body Paragraph 1**  Main Idea/Topic Sentence:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Example 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Analysis/Explanation:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Example 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Analysis/Explanation:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Example 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Analysis/Explanation:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Transition/Concluding Sentence:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Body Paragraph 2**  Main Idea/Topic Sentence:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Example 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Analysis/Explanation:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Example 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Analysis/Explanation:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Example 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Analysis/Explanation:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Transition/Concluding Sentence:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Body Paragraph 3**  Main Idea/Topic Sentence:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Example 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Analysis/Explanation:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Example 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Analysis/Explanation:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Example 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Analysis/Explanation:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Transition/Concluding Sentence:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Conclusion**  Restatement of Thesis Statement:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Summary of Body Paragraph 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Summary of Body Paragraph 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Summary of Body Paragraph 3:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Clincher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

\*\*\*You will be allowed to use this handout and the text of the play to help you on your timed writing Friday! No other resources will be available to you\*\*\*