

# Rhetorical Analysis

A review



# Today's objectives

Today we will review the contents of the AP Exam for this course and review rhetorical analysis.

# What will be on the exam?

Let's visit the [College Board's website](#) to review exam information.

Next let's review the rubric of FRQ 2

## Scoring Rubric for Question 2: Prose Fiction Argument (6 points)

Reporting Category	Scoring Criteria				
<b>Row A</b> <b>Thesis</b> <b>(0-1 points)</b> <b>7.B</b>	<b>0 points</b> For any of the following: <ul style="list-style-type: none"> <li>There is no defensible thesis.</li> <li>The intended thesis only restates the prompt.</li> <li>The intended thesis provides a summary of the issue with no apparent or coherent claim.</li> <li>There is a thesis, but it does not respond to the prompt.</li> </ul>	<b>1 point</b> Responds to the prompt with a thesis that presents a defensible interpretation of the passage.			
<b>Row B</b> <b>Evidence AND Commentary</b> <b>(0-4 points)</b> <b>7.A</b> <b>7.C</b> <b>7.D</b> <b>7.E</b>	<b>0 points</b> Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.	<b>1 point</b> <b>EVIDENCE:</b> Provides evidence that is mostly general.  <b>AND</b> <b>COMMENTARY:</b> Summarizes the evidence but does not explain how the evidence supports the student's argument.	<b>2 points</b> <b>EVIDENCE:</b> Provides some specific, relevant evidence.  <b>AND</b> <b>COMMENTARY:</b> Explains how some of the evidence relates to the student's argument, but no line of reasoning is established, or the line of reasoning is faulty.	<b>3 points</b> <b>EVIDENCE:</b> Provides specific evidence to support all claims in a line of reasoning.  <b>AND</b> <b>COMMENTARY:</b> Explains how some of the evidence supports a line of reasoning.  <b>AND</b> Explains how at least one literary element or technique in the passage contributes to its meaning.	<b>4 points</b> <b>EVIDENCE:</b> Provides specific evidence to support all claims in a line of reasoning.  <b>AND</b> <b>COMMENTARY:</b> Consistently explains how the evidence supports a line of reasoning.  <b>AND</b> Explains how multiple literary elements or techniques in the passage contribute to its meaning.
<b>Row C</b> <b>Sophistication</b> <b>(0-1 points)</b> <b>7.C</b> <b>7.D</b> <b>7.E</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Demonstrates sophistication of thought and/or develops a complex literary argument. <b>Responses that earn this point may demonstrate a sophistication of thought or develop a complex literary argument by doing any of the following:</b> <ol style="list-style-type: none"> <li>Identifying and exploring complexities or tensions within the passage.</li> <li>Illuminating the student's interpretation by situating it within a broader context.</li> <li>Accounting for alternative interpretations of the passage.</li> <li>Employing a style that is consistently vivid and persuasive.</li> </ol> <i>This point should be awarded only if the sophistication of thought or complex understanding is part of the student's argument, not merely a phrase or reference.</i>			

# What is rhetorical analysis (a review)

- Rhetoric is the study of the choices writers and speakers (rhetoricians) make to influence an audience.
  - Rhetorical choices are the specific style and formatting decisions a rhetorician makes to support their purpose
    - Style: a rhetorician's word choice, sentence structure, use of figurative language,
    - Formatting: the way that words or ideas are arranged in a text
- A rhetorical analysis is an essay that breaks a work of non-fiction into parts and then explains how the parts work together to create a certain effect—whether to **persuade**, entertain or inform.

## Must know vocab for rhetorical analysis

- A. Exigence: a gap, a need, a lack, something that needs doing. What matter is driving the rhetorician?
- B. Audience: A reader or group of readers capable of acting on this exigence. Important distinctions: Primary and secondary audiences, immediate and mediated audiences.
- C. Purpose: What the author intends for the reader(s) to do while and after they read the text.
- D. Context- what factors are influencing the world of the rhetorician?
- E. Appeals: Closely related ways the author aims to get the readers to take up the purposeful action (Ethos, Pathos, Logos)
- F. Imagery, syntax, diction and their functions.

# Starting a rhetorical analysis essay

1. Read the prompt
2. READ THE PROMPT
3. Just for good measure, reread the prompt. Make sure you know exactly what the prompt is asking you to do.
4. Read/annotate the passage (~5 minutes)
5. Start writing your thesis statement

# Your thesis statement should have the following information:

1. Author
2. Audience
3. Genre (letter, editorial, speech, podcast, blogpost)
4. Overall Purpose
5. Rhetorical choices

Let's practice



# JFK's moon speech

Author: John F. Kennedy

Audience: students and faculty of Rice University

Genre: Speech

Overall purpose: to persuade Americans to support the space program

Choices: links scientific advancement to social progress, emphasizes the values of patriotism and service, and characterizes the Soviet Empire as evil

Put these together to form a thesis statement

In his speech to the students and faculty of Rice University, John F. Kennedy emphasizes the values of patriotism and service, links scientific advancement to social progress, and characterizes the Soviet Union as antithetical to American values in an attempt to persuade the nation to create the space program.

# Questions?

Remind, Email, Flipgrid me if you have any questions