**Instructions**

In order to really analyze any text, it’s essential to read it multiple times.

Be sure to open the same speech you chose last week and read it again, but this time, look for specifics about the structure of the speech, the rhetorical appeals, and other smart things the author does to connect with the audience. Then, you’ll be ready to write a solid three-part thesis that will be part of the introduction for your Rhetorical Analysis.

STRUCTURE

Write a “Reverse Outline” for the speech. In other words, read each paragraph of it and write down the main idea of the paragraphs. It’s okay to combine very short paragraphs.

As you do this, you should notice more about whether or not the author has a clear way of connecting ideas. They may have three major points, or they may include a story with a beginning, middle, and ending. They may take a classical argumentative approach where they give their side of the debate and then address the other side, or they may go back and forth between pros and cons of an issue. Whatever the structure, it’s important to map it out so that you can better evaluate the rhetorical appeals and overall effectiveness of the speech.

**TITLE of the SPEECH:** “Donald Trump’s Liberty University Commencement Speech”

**AUTHOR/SPEAKER:** Donald Trump

**DATE:** May 13, 2017

*Paragraph 1 (Introduction)*

*- Thanking everyone and congratulating the class of 2017.*

*Paragraph 2*

*- Mentioning of setting records the changes as well, since the last time he visit.*

*Paragraph 3*

*- Grateful for being part of Liberty University for his first first speech as President.*

*Paragraph 4*

*- Thanking President Jerry Falwell, his wife, and family.*

*Paragraph 5*

*- Congratulating graduates and appreciates parents and grandparents as well.*

*Paragraph 6*

*- Special thanks giving to the mothers because tomorrow is Mother’s Day.*

*Paragraph 7*

*- Honor to the military members and veterans present among the graduates.*

*Paragraph 8*

*- Encouraging the graduates to give back to their country and leave behind an imprint in history.*

*Paragraph 9*

*- Advising graduates to take risks and challenge conventions.*

*Paragraph 10*

*- Assuring graduates that doing what is right requires facing criticism and taking the road less traveled.*

(Add more as needed)

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| RHETORICAL DEVICES | Notes: |
| **Allusions:** How does the speaker make connections to others’ ideas, historical events, or well-known people? Famous literature (novels, plays, stories)? Popular culture (celebrities, movies, commercials, sports, etc.)? If there are not allusions, what could the author have included to be more effective? | He mentions historical figures including Abraham Lincoln and Woodrow Wilson to connect past principles to present actions. References also the Revolutionary War and America's founding to emphasize the importance of democracy and freedom. |
| **Comparisons:** How does the speaker use comparisons? Are there metaphors or similes to influence the way the audience thinks/feels about their message? If there are not comparisons, what could the author have included to be more effective? | Compares the graduates' future challenges to the historical struggles for freedom and democracy. Uses a metaphor of "warriors for truth" with an aim to inspire graduates to fight for what they believe in. |
| **Repetition & Parallelism:** How does the speaker use parallelism or repeated phrases/ideas to make their message more interesting, memorable, and/or appealing? If you don’t see these strategies, where do you think the speaker could have included repetition or parallelism to make the message more effective? | Repeats the importance to taking risks and not going by the easy path. Useing parallel structures like "Never, ever give up" is to emphasize persistence. |
| **Rhetorical Questions:** How does the speaker use any questions to get their audience to think about their message? Do they use questions to get the audience to silently agree with them (questions where the only obvious answer is “yes” or “no”)? If you don’t see any rhetorical questions, what do you think the speaker could have included to be more effective? | Rhetorical questions is used to engage the audience hence making them think and reflect on their responsibilities and actions respectively. |
| **Other:**  What else does the speaker do with language, tone, or other devices to appeal to their audience?  For example, does the speech’s beginning match up with its ending? | Motivational and patriotic tone is used, aiming to inspire as well uplift the graduates. The beginning of the speech matches well with its ending by reiterating the importance of faith, courage, and dedication which are the main points. |