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To say that Mosley’s main argument is that *[t]he poor and the working classes need to know where they stand so that they will stand their ground and claim their fair share in the nation’s wealth as their “democratic birthright* is an accurate representation on Mosley’s central claim. This is, however, not the thesis, but explains the main argument of the essay and simply would lead to a summative essay rather than an essay to demonstrate how rhetoric works. The thesis would need to include reasons as to what techniques and how these techniques influence the audience.

If Mosley placed an ad saying “Working Americans, Demand Fair Distribution of Wealth,” readers would take it as a complaint about a poor person’s life. Most people who deny that they are of the poorer socio-economic class, would not care for such an ad. *Show Me the* Money describes an article explain wealth in America and catches attention to all people due to the common interest of money.

CHOICE:

Defining the each economic class

WHY/HOW HE DOES THIS IN THE TEXT:

He does this by distinctly defining each class in their own paragraph.

WHY HE MIGHT HAVE MADE THIS CHOICE / HOW HE MAY HAVE PERCEIVED THAT THAT MIGHT HELP HIM INCREASE THE LIKELIHOOD READERS WILL ACCEPT HIS ARGUMENT:

By defining each middle class, the audience can determine their own socio-economic position and be influenced towards his main argument.

CHOICE:

Share his perspective on how if everyone does their part to build the country, then the poor need a fairer share of its wealth.

WHY/HOW HE DOES THIS IN THE TEXT:

He says that in his concluding paragraphs where he says that everyone deserves a more equal share of America’s wealth.

WHY HE MIGHT HAVE MADE THIS CHOICE / HOW HE MAY HAVE PERCEIVED THAT THAT MIGHT HELP HIM INCREASE THE LIKELIHOOD READERS WILL ACCEPT HIS ARGUMENT:

This gives a clear understanding to the audience that his main argument is this. He carifys his argument through logic and hopes to see if they can be changed in thinking.

In Walter Mosley’s paper “Show Me the Money,” he argues that *[t]he poor and the working classes need to know where they stand so that they will stand their ground and claim their fair share in the nation’s wealth as their “democratic birthright.* He tries to convey this message in two ways. He clearly highlights the criteria, or standard, of each socio-economic class. He also concludes his essay with the idea that America should offer a fairer distribution of wealth, to provide for the poor. These persuasive techniques will help influence readers that a fairer distribution of money should be resolved in America.

By separating each of the economic classes with their own standards and criteria, the reader can choose themselves where they fit on the wealth spectrum. By declaring their own standing on their class, the author is trying to influence them to feel their own sense of unfairness in American society. His directed audience, being the working slaves class, could feel his passion or see the huge unfairness. This is why he chose to include those paragraphs in his essay.

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| ¶# | WHAT THE AUTHOR IS SAYING  (all emphases are added) | WHAT THE AUTHOR IS DOING  (to persuade his readers) |
| 1 | Introuction to their essay that will explain Mosley’s Main argument. | They are trying to explain Mosley’s argument but are not focusing on the rhetoric. |
| 2 | There are different classes and Mosley distinguishes each of them. | The author is simply summarizing Mosley’s argument and his paper. This is a summative essay. |
| 3 | Concluding Mosley’s paper and finally adds in an explanation of how Mosley persuades his audience. | The author is showing how Mosley uses techniques such as rhetoric questioning and shows that this influences Mosley’s audience. |
| 4 | Class is based strictly on an amount of money and work is not a factor in class. | This shows again no rhetoric on why this would influence the reader towards Mosley’s main argument. |
| 5 | This is a summary of Mosley’s argument. | This shows no rhetoric and shows only a summary of Mosley’s argument which strays away from the prompt. |