**Comparative Rhetorical Analysis Essay – Prewriting Worksheet 1**

Fill in the following information regarding the Rhetorical Situation of your two texts:

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| --- | --- |
| **Table 1: Rhetorical Situation (Author – Reader – Purpose)** | |
| **TEXT 1**  Title: The Lived Experience of students with an invisible disability at a Canadian University, Author: Laura Mullins, Michele Preyde, Publication: Disability & Society | **TEXT 2**  Title:  Author:  Publication:  Genre: |
| **Rhetorical Purpose**: What is the author’s overall purpose? (To persuade? Entertain? Inform?)  To inform the readers / audience on the effect on disability on university students on college campus, and what has been done already about the issue in discuss. | To persuade the readers |
| **Genre**: What classification or category of writing is this? Newspaper editorial? Academic article? Magazine article?  This is an academic article. | This is an online article written by the rhetorical strategies used for an academic audience, but it’s not an academic article. |
| **Audience**: who is the primary intended audience? How do you know?  The target audience is Academic audience, because of the rhetoric strategies used by the author of the study, giving more data and stats backed by research, anonymous participant quotation and studies made on this topic. | The target audience is General Audience, even though the author chose to write the article through using rhetorical strategies that uses a lot of data and ideas from other research and studies. But the only thing that she lacks is the anonymous polling of the participants. She uses emotional rhetorical strategies through using only one example of someone who was directly affected by the issue in discuss, to persuade her audience. |
| **Thesis**: What is the author’s specific purpose or “thesis”? What main idea is the author trying to convey to the reader or get the reader to accept/believe?  Having a disability that is invisible can make it easier for these students to be treated normally; it also means, however, that the validity of the disability can be questioned and that others may not understand the full extent of their limitations. | How can colleges and universities become more inclusive? |

Fill out the following table with details about particular rhetorical strategies in the two articles you have chosen

|  |  |
| --- | --- |
| **Table 2: Rhetorical Patterns and Strategies**  **Text 1 Text 2** | |
| **Main Points:** summarize the key points the author has used to support and develop the main idea  Students with various disabilities attend higher education; however, an often under- examined group are those with disabilities that are invisible, such as dyslexia, attention-deficit hyperactivity disorder, and/or mental illness.  In this study the perceptions of students with invisible disabilities experience at university were examined.  Although the university was accommodating to the needs of students with invisible disabilities, the participants reported the presence of social and organizational barriers that makes the university experiences difficult for these students.  Having a disability that is invisible can make it easier for these students to be treated normally; it also means, however, that the validity of the disability can be questioned and that others may not understand the full extent of their limitations. |  |
| **Evidence/Support:** list the kinds of evidence the author has used to support and develop those ideas (facts, statistics, examples, quotes, definitions, etc). |  |
| **Rhetorical Appeals**: can you find examples of *logos*, *ethos* and *pathos*? |  |
| **Rhetorical Structures:** Identify the key rhetorical patterns the author has used (narration, description, cause/effect, problem/solution, process analysis, example, comparison, etc) |  |
| **Other Rhetorical Strategies**:  **Formatting**: headings, graphics, paragraph length, columns, etc.  PARAGRAPH -  **Style**: word choice, imagery, creativity, terminology, etc.  **Tone**: serious, humorous, sarcastic, playful |  |
| **Other Observations**: |  |

Now that you have “gathered data” about the two articles (have made observations about their rhetorical features), analyze that data to see what you can make of it.

1. **Brainstorm:** What kinds of patterns of similarities and differences can you see in the characteristics of the two articles?

|  |  |
| --- | --- |
| **Similarities** | **Differences** |
|  |  |

1. **Find a Pattern**: Which of these similar and different characteristics might you choose as the basis of your comparative analysis? Choose 2-4 “Criteria for Comparison” and list examples of each criteria from both your chosen texts.

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|  | **Text 1** | **Text 2** |
| Criteria 1 | Examples, quotations, etc. |  |
| Criteria 2 |  |  |
| Criteria 3 |  |  |

The next steps involve the following:

* Organizing your ideas into an effective structure or **outline** (Block or Alternating? Or mixed? What 2 things are you comparing, and what specific Rhetorical Features make up your Criteria for Comparison?)
* Developing a **thesis** (purpose of your comparison). Your thesis makes a CLAIM about rhetorical strategies used in the two texts (your opinion or interpretation) and explains the general criteria on which you base your comparative claim.
* Write a rough draft of your essay