**Rhetorical Analysis Assignment**

For this assignment, you will select a written piece which argues a specific point.  Then, you will assess the piece's effectiveness at establishing and substantiating its argument.  When critiquing its proficiency as a persuasive piece, you will identify and discuss the rhetorical situation—the writer, the writer's purpose(s), the audience(s), the topic, and the context of the work, noting its applicability to and influence upon the work.  Also, as you evaluate the piece, you will indicate what its point is and how well it builds its case by incorporating rhetorical appeals, strategies, and devices.

As you analyze this piece, identify several rhetorical appeal(s) it employs and comment upon how successfully it does so, being careful to explain and illustrate your points.  Specify and discuss the work's thesis, its organizational structure, and its supporting evidence, and note how these elements help to bolster—or thwart—its goal.  Also, note and discuss the effectiveness of several rhetorical devices it employs to augment its argument and persuade its audience(s).  Moreover, note any concessions or refutations the work makes, and explain how these acknowledgments strengthen or weaken the work's persuasiveness.

Additionally, note and discuss any potential weaknesses or ways the work could make its point more forcefully.  For example, consider whether or not the work commits or avoids the types of logical fallacies listed and explained in *PA* Ch. 5 and Shulman's "Love is a Fallacy." Finally, refer to your class notes, discussions, and *Blackboard* postings as well as the "Checklist” in *PA* on p. 102 and the "Template for Writing a Rhetorical Analysis” in *PA* p. 108 to assist you when developing your essay.

Your final draft should use a Times New Roman, 12-point font; be double-spaced; adhere to MLA format (*PA* pp. 343-44 and p. 349; Easy pp. 246-52; and it should be at least three pages long (four with the works-cited page) and no more than five pages (six with the works-cited page).  It should cite at least three sources (including the piece you're analyzing).

**Tips for Earning an Optimal Grade:** Note the Essay Rubric & Grade Descriptions *Blackboard* posting for a detailed description of the grade you seek to earn.  Closely adhering to the description of an *A* or *B* paper along with carefully following these instructions will help you merit a strong score. Moreover, reviewing and applying the Punctuation and Mechanics Quick Reference Sheet rules and suggestions as well as those on editing for brevity and clarity will also enhance your grade. Finally, be sure to use correct MLA format.

**Due Dates:**

Working Draft—08 June 2015

Final Draft—11 June 2015

Optional Revision—18 June 2015

**Suggested Reading Selections:**

Any of the options from the "Classic Arguments" section (Ch. 27) of *PA*

Mark Antony's "Funeral Speech" from Shakespeare's *Julius Caesar*

**Lyndon Johnson's "1965 Voting Rights Message"**

**Abraham Lincoln's "House-Divided" Speech or "Cooper Union Address"**

**Franklin D. Roosevelt's "December 8, 1941, War Message"**

**Martin Luther King, Jr.'s "I Have A Dream" Speech**

**John F. Kennedy's "Inauguration" Speech**

**Sojourner Truth's "Ain't I a Woman?"**

**Winston Churchill's "We Shall Fight on the Beaches" Speech**

Patrick Henry's "Give Me Liberty or Give Me Death"

Mary Wollstonecraft's *A Vindication of the Rights of Woman*

"The Damned Human Race" by Mark Twain

"A Little Banning is a Dangerous Thing" by Loudon Wainwright

Martin Luther King, Jr.’s "Where Do We Go From Here: Community or Chaos?" or "Three Kinds of Resistance to Oppression"

"Why I Want a Wife" by Judy Syfers Brady