Rhetorical Analysis Worksheet

Text: RIT Orientation Guide

The Writer or Speaker (his/her voice or persona):

* How does the author present himself or herself?
  + For this one, there isn’t one specific author and instead is most likely a team of people working at the Center for Orientation & Transition at RIT.
* Is the author familiar with the subject? How can you tell?
  + Clearly the writers know what they are writing about and have knowledge in what to include in this book, like the schedule and list for orientation.
* How does the author show good judgment or a broad perspective?
  + They write about every aspect of Orientation but leave out most information on what actually goes on at Orientation. The schedule only lists the events without any detail and that leaves some inference and imagination up to the reader/audience.
* Is the author reasonable? How can you tell?
  + Yes because they aren’t showing a certain side or bias on the topic.
* How does the author treat those who disagree?
  + There isn’t anything in the booklet about anyone disagreeing but I think the stance in neutral because the purpose of this booklet is only to inform.
* How does the authors value others’ welfare?
  + They are assuming most of the readers are freshman students attending RIT so they list the schedule and times of certain events to inform the students ahead of time so they can find time to visit and experience Orientation.
* How does the author treat the reader?
  + They are treating the readers as students so they introduce the booklet with the sentence, “The Center for Orientation & Transition Team welcomes you to the RIT community!”
* How does the author use ethos?
  + The booklet was sent from RIT so, naturally, the college has experience on Orientation and has the schedule for the entire process and the events.
* What did you expect to see what was not on the page? How does the author distract your attention from this?
  + While flipping through the booklet, I was expecting some anecdotes on past students’ experiences on Orientation and what it provides for students.

The Audience

* Where is this published/distributed? What does that say about this work?
  + It was most likely published at RIT and sent out through mail to all incoming freshman and transfer students.
* What are the characteristics of the audience? How can you tell? Consider:
  + Race, age, sex, physical characteristics, habits 🡪 (numerous races, all different ages, primarily 18-25(stereotypical college age), numerous physical characteristics and numerous habits)
  + Economic or educational level 🡪 (they’re students so not much money and still in college)
  + Religious or educational level 🡪 (different religions and still pursuing an education)
  + Ethnicity, citizenship, location 🡪 (different ethnicity and citizenship, location would have to be around the college, whether on campus or off campus.)
* What reader needs, values, or beliefs are presented here? How can you tell?
  + The readers are incoming freshman or transfer students so they must be starting their first year at the college. The schedule includes certain events specifically for the students so it allows them to explore the college and what it has to offer.
* How does the author use pathos?
  + The general use of ethos is the happiness and excitement in the writing to relate to the readers for choosing to attend RIT.
* How should the audience use information about opposing views?
  + There aren’t really any opposing views on the topic because it was meant to inform the students about Orientation.
* Is the reader encouraged to examine or question the opposition’s motives?
  + No because there aren’t any opposing motives.

The Message (i.e. the text)

* How is this work organized? What are the cues to this organization?
  + It introduces the background of Orientation first then goes into the advisors and then onto the schedule and lists.
* Does the organization work?
  + Yes it does because the first thing readers want to read is the introduction to understand the general purpose of orientation and then read the schedule to plan out their own lives for the events.
* What claims are made? Are these claims strong, obvious?
  + The general claim is that Orientation is a fun and informative time for incoming students to explore RIT and meet new people.
* What evidence is used to support the claims?
  + The pages immediately after the introduction include phrases from past students who give advice on what to do in college and most of it is just “have fun” and the tone of voice in the writing makes it entire event seem exciting and fun.
* How does the author use logos?
  + They include information on Orientation and give background information on the necessities needed for college, like student IDs and financial services.
* Is there a pattern to word choice or word order? Is the language simple or complex? Are terms defined?
  + There isn’t really a pattern but the language is very simple because it is targeted towards students and is meant to be an easy read for both students and their families.
* What is the style of this work? How is this style created? Does the style of this piece resemble that of other works?
  + The style is very informal and simple and resembles most works made by RIT towards students because it isn’t meant to be difficult to read and understand.
* What does this work look like? Is it neatly done? Does it use the page well? How does the font interact with the text? Is there white space one the page? Are there relations between parts of text?
  + It is neatly organized and arranged in an order that is easy to follow. The pages are filled with pictures and informative pieces to help the readers better understand the positive impact of Orientation.