

# Q2

## Analysis

- When reading, make sure to take note of:
  - Unclear phrases
  - Interesting phrases
  - Figurative language and other devices
  - Shift in section
- Normally the second time through (if time)
  - Notice SOAPSTONE
  - Notice context
  - Identify answers to the prompt and look for evidence

## Intro

- Write a thesis that states the author, purpose, audience, how, and goal
- If you are slow, **only write a thesis**
- **Thesis outline:** In (author's) (tone word) (genre) to (audience) at (occasion), he/she utilizes (strategy 1) and (strategy 2) to (purpose).
  - In Albright's inspirational commencement speech to the graduates of Mount Holyoke, she relays multiple anecdotes about women overcoming adversity to establish her credibility, thus emphasising the necessity of perseverance.
- Make a broad statement and funnel into your topic

## Bodies

- Order your body paragraphs in **chronological order**
- **Cut one body paragraph** and only write two if you don't have enough time
- Use better transition words

## Body Paragraphs

- Clearly state the paragraph thesis
- Topic should be clear and show what the author does and its effect
- Evidence should **strongly support** your claim and **be specific**
- Analysis should be about two sentences
  - **Connect SOAPSTONE**
  - Should be the **longest** part of your paragraph
- Evidence does not need to be long, it saves time to have short but strong evidence
- Make sure to respond to a rhetorical essay in regards to the intended audience, context, speaker, and subject.
- Similar to **CLEAR** layout

## Conclusion

- Ideally carries the ideas from the text
- Identify important concepts
- Do not continually repeat yourself but instead conclude the topic

## General

- Avoid first and second person
- Author addressed by **last name**
- Don't use cliches
- Use a variety of structures
- **40 minutes** to write the whole essay
- Make sure **everything links back to your point**
- Focus on the deliberate clear parts

## Scoring Rubric for Question 2: Rhetorical Analysis

### Reporting Category

### Scoring Criteria

## Row A

Thesis  
**1pt**

### 0 points

For any of the following:

- There is no defensible thesis.
- The intended thesis only restates the prompt.
- The intended thesis provides a summary of the issue with no apparent or coherent claim.
- There is a thesis, but it does not respond to the prompt.

### 1 point

Responds to the prompt with a thesis that presents a defensible position.

## Row B

Evidence and  
Commentary  
**4pts**

### 0 points

Simply restates thesis (if present), repeats provided information, or references fewer than two of the provided sources.

### 1 point

Evidence:

Provides evidence from or references at least two of the provided sources.

### 2 points

Evidence:

Provides evidence from or references at least three of the provided sources.

### 3 points

Evidence:

Provides specific evidence to support all claims in a line of reasoning.

### 4 points

Evidence:

Provides specific evidence from at least three of the provided sources to support all claims in a line of reasoning

Commentary:

Summarizes the evidence but does not explain how the evidence supports the student's argument.

Commentary:

Explains how some of the evidence relates to the student's argument, but no line of reasoning is established, or the

Commentary:

Explains how some of the evidence supports a line of reasoning.

Commentary:

Consistently explains how the evidence supports a line of reasoning.

line of reasoning is  
faulty

Explains how at  
least one  
rhetorical choice  
in the passage  
contributes to the  
writer's argument,  
purpose, or  
message.

Explains how  
multiple rhetorical  
choices in the  
passage  
contribute to the  
writer's argument,  
purpose, or  
message.

## Row C

Sophistication  
**1pt**

### **0 points**

Does not meet the criteria for one point.

### **1 point**

Response demonstrates sophistication of thought  
and/or a complex understanding of the rhetorical  
situation.