**WGS. 101 Spring 2019**

Essay 1 Comments

**Faith Jones**

Dear Faith:

In this piece, you have made a good start on Essay 1. However, because your analysis of rhetorical strategies in both texts needs significant development,

we will consider this version a “pre-draft”, rather than a fully realized first version.

Your essay shows your engagement with your texts and your awareness of the importance for activists of choosing effective rhetorical strategies and identifying their audiences. In this draft, you identify three key rhetorical strategies (colorful metaphor, strong diction and varied syntax) in both texts, which makes a solid start on this essay. However, aim to include four or five strategies in each text, including textual evidence for your claims and “unpacking” selected quotations for deeper meaning.

In the next version, you can take your analysis to a more nuanced focus on more strategies; we will then grade that version as a “first version”.

**General Revision Suggestions:**  Include some biographical details about Stanton and Douglass. As you do this, you might try to condense some sentences that discuss the importance of audience. This point about audience is obviously significant but condensing your points will leave room for more analysis of rhetorical strategies.

Revisit each text to (a) find additional strategies (b) select quotes to support the strategies you have already identified. For each identified strategy, a paragraph should include a topic sentence that names the strategy and provide several quotations as evidence.Then, “unpack” these quotes for meaning. See strategies handout (on Stellar) for tips.

**Douglass:** When you analyze Douglass’s logical tone, for example, include more phrases or sentences that illustrate his appeal to logos. When you refer to his appeal to pathos/emotion, review the “cradle-to-the-grave” quote again. Are women specifically compared to children in this quote? Think about the more general appeal of this quote to former abolitionists. As you reread Douglass, you will also find additional strategies to analyze. Also, there’s no reference to “varied syntax” in Douglass, although your thesis statement forecasts this. Remember that you don’t need to find the same strategies in each text. Forcing comparisons often means that the writer isn’t free to discover the unique richness of each text.

**Stanton:** Analysis of tone could be expanded, along with the analysis of metaphor.

You make an important point about her use of metaphor and have included the analysis of one well-chosen metaphor (“parlor doll”). What other metaphors, such as the silkworm, does Stanton include? Your discussion of “varied syntax” is quite undeveloped, consisting only of a list. In the next version, you might select one strategy, such as repetition/anaphora, and illustrate its use. Some other strategies to consider: Stanton’s addressing of counterargument; use of herself as an example. The Boydston piece may relate well to Stanton’s essay.

**Title**: Revise the title to highlight the text and authors.

**Intro:** See comments on the essay.

**Thesis Statement:** Good start on the thesis. As you discover and analyze more strategies, you can fine-tune the thesis so that it foreshadows the analysis to come.

**Sentence-Level Editing**; See our comments on the essay.

**Conclusion:** Your next version might summarize the key strategies your essay discusses as well as synthesize them more dynamically, reflecting on their significance (perhaps in terms of the occasion, goal, author, and/or audience). As you extend and deepen your analysis of both texts, your thoughts about conclusion -- and the last message you want to leave with your readers -- will, of course, shift somewhat. Betsy can help you with this area.

Let us know if you have questions about our comments. We look forward to reading the next version.

Andrea Walsh and Betsy Fox