

Name: _____ Date: _____

Drafting a Rhetorical Analysis



Objective

In this lesson, you will

- plan and write a brief rhetorical analysis of a text from the unit.

Planning to Write an Analysis

In this section, you will structure your ideas about the text to plan your formal analysis.

Note that your claim should mainly focus on whether the rhetoric used in the text _____ helps the author(s) _____ a point of view or _____ a purpose. Based on your notes, you should be sure your analysis also

- calls out the specific rhetoric or word choice used and **its effect** on _____ and _____ .
- delineates the argument by explaining **how the author** _____ ideas.



STRUCTURING YOUR ANALYSIS



A Precise Claim

Your **claim** should be _____ in identifying the rhetorical strategy used, how it helps the author(s) advance a point of view or achieve a purpose, and whether it does this _____.

Example: **In “Declaration of Sentiments,” Elizabeth Cady Stanton’s use of allusion helps her make a convincing argument in favor of women’s rights.**



Development of the Claim

Your **claim** should be _____ through the presentation of text evidence that is _____ and supports the claim. The author includes details to help the reader understand different points of the claim.

Example: **After beginning with the claim that “all men and women are created equal,” Stanton continues to mirror language of the Declaration of Independence as she describes the reasons women now demand equal rights.**



Organization

The **organization** of your analysis should clearly establish the **relationships** between _____, _____, and _____. Your original commentary should make the connection between your claim and evidence clear.

Example: **By using familiar phrases from the Declaration of Independence, such as “hold these truths to be self-evident” and “inalienable rights,” Stanton makes her allusion clear, lending credibility to her argument.**



Clarifying Words and Phrases

Use words and phrases that **clarify** the _____ among claims, evidence, and reasons.

Examples: **In addition**, Stanton lists the injustices that women have suffered, just as the Declaration of Independence listed the king's injustices.

For example, she claims that men have "compelled" women to submit to laws they had no say in forming.



Concluding Statement

Your **concluding statement** should clearly _____ the claim and follow _____ from the development of the argument.

Example: **Elizabeth Cady Stanton's use of allusion to the Declaration of Independence, a respected founding document of our country, strengthens her argument and provides a memorable and convincing frame in which to make her case.**

Editing and Revising an Analysis

REVISING YOUR ANALYSIS: STYLE

The style of your analysis should reflect its purpose and audience. For a rhetorical analysis, your purpose is to convince your audience and seem academic. Therefore, you will want to **revise for a formal style**, which brings credibility to your argument.

Formal Style

An **informal style** uses _____ language and _____ :

The authors of the Declaration of Independence were tired of the British king's shenanigans and were like, nope.

Notice how this sentence is revised using a **formal style**:

The authors of the Declaration of Independence felt that the British king's taxation was unjust and sought to break their ties with England.

Active Voice

Choose _____ **voice**, rather than _____ voice, for clarity.

Passive: *This speech was given to support women's rights.*

Active: *Anthony gave this speech to support women's rights.*

REVISING YOUR ANALYSIS: ADJECTIVES AND ADVERBS

Adjectives and adverbs, when used, should be _____ and **create** _____ in the reader. As you revise, **look for general or vague adjectives and adverbs**, and **replace them with more precise ones**. Avoid the words _____ and _____, which weaken your prose.

Here are some examples:

Weak: The author's support for her claim is **really strong**.

Better: The author's support for her claim is **thorough and convincing**.

Weak: The author makes a **very good point** in her conclusion.

Better: The author makes a **powerful point** in her conclusion

Weak: The author's reasoning **nicely** connects his evidence to his claim.

Better: The author's reasoning **effectively** connects his evidence to his claim.



REVISING YOUR ANALYSIS: TRANSITIONS

Transitional words and phrases help your reader **follow your** _____ and **show** _____ **between ideas**. As you revise, look for places to add transitions.

Common transitions in analysis writing include *however, for example, in addition, first, another reason, therefore, most importantly, and in conclusion*.

Consider these examples:

- Chisholm’s speech reflects her belief that both men and women would benefit from having equal rights. **In addition**, she expresses a belief that government has a role in ensuring these rights.
- Chisholm’s argument follows from her belief that both men and women would benefit from having equal rights. **However**, she knew women would not have equal rights unless government took steps to ensure them.
- Chisholm made a career out of challenging assumptions and pushing boundaries. **For example**, as a woman and African American, she ran for president of the United States, a position that had only been filled by white men to that point.



REVISING YOUR ANALYSIS: REARRANGE SENTENCES

As you revise, you may want to **rearrange sentences to place them in a more** _____, using transitions to add clarity.

Unclear

Susan B. Anthony’s was arrested and convicted of voting illegally. **Her beliefs made her willing to put her own safety at risk in order to secure voting rights for women.** After she was arrested, she gave this stirring speech.



Clear and Logical

Susan B. Anthony’s beliefs made her willing to put her own safety at risk in order to secure voting rights for women. For example, she was arrested and convicted of voting illegally. After she was arrested, she gave this stirring speech.

EDITING YOUR ANALYSIS: FIXING COMMA SPLICES

A comma splice is two _____ clauses that have been joined with a _____ . There are three main ways to fix a comma splice.

- Use a **semicolon**.
- Add a **conjunction**.
- Separate the comma splice into **separate sentences**.

Comma splice: **Douglass had been enslaved, he gained his freedom and became a well-known speaker.**



- Use a **semicolon** to separate independent clauses: **Douglass had been enslaved; he gained his freedom and became a well-known speaker.**
- Add a **conjunction**: **Douglass had been enslaved, but he gained his freedom and became a well-known speaker.**
- Separate the comma splice into **separate sentences**: **Douglass had been enslaved. He gained his freedom and became a well-known speaker.**

EDITING YOUR ANALYSIS: CONSISTENT VERB TENSE

Consistent verb tense means _____ to an overall verb tense and avoiding confusing _____ .

Look at these examples:

- **Confusing:** After she was convicted of voting illegally, she **refuses** to pay the fine.
- **Clear:** After she was convicted of voting illegally, she **refused** to pay the fine.
- **Confusing:** Roosevelt gave the speech, which **becomes** one his most famous.
- **Clear:** Roosevelt gave the speech, which **became** one his most famous.



EDITING YOUR ANALYSIS: MODIFIERS

Misplaced Modifiers

A **misplaced modifier** occurs when the modifier (a word in a sentence that _____ another word in order to add _____, such as an adjective or adverb) is too far away from the word it _____, causing confusion.

Misplaced modifier: He gave a speech before Congress that was focused on four basic freedoms.



Correction: He gave a speech focused on four basic freedoms before Congress.

Dangling Modifiers

A **dangling modifier** occurs when the _____ of the sentence is not even in the sentence.

Dangling modifier: Using evidence to develop her claim, the argument refers frequently to the U.S. Constitution.



Correction: As Anthony uses evidence to develop her claim, she refers frequently to the U.S. Constitution.