

For Today:

- Announcements
- No reading quiz today! Whether you brought your draft or not counts as your quiz grade.
- Draft 1.1
- Work-shop of Draft 1.1
- Final Announcements

Announcements:

- Extra Credit #4: Take a full first draft to the writing center and work with a tutor. You must do this BEFORE the due date (October 12th) to receive extra credit.
- Your current class participation grades are available on RaiderWriter.
 - Click on “Grades” option on your RaiderWriter homepage. Scroll to the bottom of the page. The number for “Participation” is your current participation grade. The “TOTAL” below that reflects your current grade in the class, including your participation grade.
- Next week you MUST bring in your Draft 1.1 so that we can work shop a nearly finished product.
 - Your Draft 1.1 must be at least 1000 words long when you bring it in next Thursday.
- DO NOT come up to me in the middle of class to ask about your grades or other concerns that are not directly related to what we are doing *that very moment*. Wait until after class, email me, or visit my office hours.

Writing Center:

- On-site or online (48 hours)
- Room 175 in English building
- 9-5 Mon-Fri
- Appointments necessary
- 806.742.2476
- Call NOW if you want to see a tutor for Draft 1.1 before it is due
- <http://english.ttu.edu/uwc01/>

Mini-Grammar Lesson: Comma Splices

- An **independent clause** is a group of words that contains a subject and verb and expresses a complete thought. Basically, an independent clause is a simple sentence.
 - Jim studied for his chemistry quiz at J&B Coffee.
- A **comma splice** results from placing only a comma between two independent clauses.
 - Jim studied for his chemistry quiz at J&B Coffee, he drank lattes as he memorized the periodic table.

Mini-Grammar Lesson: Comma Splices

COMMA SPLICE: I got up late this morning, I didn't have time for breakfast.

CORRECTIONS:

- I got up late this morning. I didn't have time for breakfast.
- I got up late this morning; I didn't have time for breakfast.
- I got up late this morning, so I didn't have time for breakfast.
- I got up late this morning, and I didn't have time for breakfast.
- I didn't have time for breakfast because I got up late this morning.

FANBOYS: for, and, nor, but, or, yet, so

Mini-Grammar Lesson: Comma Splices

- Practice in **Part 7, Section 36** of your St. Martin's Handbook!
- <http://ebooks.bfwpub.com/ttu.php>

What is Rhetorical analysis?

- Rhetoric is the way we use language and images to persuade. The purpose of **rhetorical analysis** is to determine how and why texts are influential or not.
- Rhetorical device: a particular way that a writer employs language to convince or persuade.
 - Appeal to experts: “according to Z, who is an expert on this topic, X is true and Y is not true.”
 - Anecdotes: “X happened to these people, thus demonstrating Y”
- Analysis: breaking the article down into specific devices in order to explain what they are, how they are being used, and how that specific device contributes to the author’s purpose.

What is Rhetorical analysis?

- Remember that it is not sufficient to just provide the rhetorical devices and examples.
- A successful paper will thoroughly analyze how each of the devices is working in each example.
 - Thorough definition of what the device is and how it works.
 - Fully explain how the example functions within the text.
 - How do these devices and/or proofs aid the author in their overall purpose?
 - Does the author's devices and/or proofs aid or hinder them in achieving their purpose?

Notes on rhetorical devices

- Rhetoric refers to the use of language to persuade. Literature refers to using language as an artistic medium. **Rhetorical devices** are the particular ways that a writer employs language to convince or persuade whereas **literary devices** are techniques that cause the reader to perceive something in a new way.
 - Sometimes, there is overlap between the two: simile, metaphor, irony
 - "All the world's a stage, and all the men and women merely players." Shakespeare isn't saying that the planet is a literal theatre, and that everyone is a professional actor. The character says this line to make the audience think about their lives in a new way (specifically, that we all take on different social roles at different parts of our lives to fulfill larger needs). Therefore, I'd consider this a literary device. While it may change my thinking, it doesn't directly change my opinion about a given issue.
- Logos, ethos, and pathos are **categories of appeal**– that is, appeal types. A specific rhetorical device (bandwagon appeal, fear of loss, expression of good will, etc.) falls into one of these appeal categories, depending on how the author is using it. You need to refer to **specific rhetorical devices** in Draft 1.1, not general categories of appeal.

Draft 1.1: Rhetorical Analysis- Simplified

1. To complete this assignment, you will begin by selecting a text to analyze (you have all already done this).
2. After selecting your text and critically reading it, you will determine the writer's **purpose** and **intended audience** for the text.
3. Once you have determined these elements, you will begin to analyze the text so as to determine the specific rhetorical devices that the writer uses **to achieve his or her purpose** and **to meet the needs of the audience**. Consider how well these strategies actually work. Discuss how they do or do not contribute to how well the essay communicates to its audience.

Although this is an initial draft, it should be carefully edited and written in a professional tone. Please use MLA format for both your in-text citations and your works cited in this draft. Your draft should be 1200 words in length.

Overall structure of Draft 1.1:

- Introduction
- Body Paragraphs
- Conclusion

Structure: Introduction

- Introduction
 - Purpose is to make your readers familiar with the piece you are doing your rhetorical analysis over.
 - Include the full title of the article (in quotation marks) and the author's name. Also provide a little information about the author. Some of the articles have a little information at the end about the author that you can paraphrase.
 - Provide a little summary of the article.
 - Provide your thesis statement.
 - Must have the “so what” (what is the author trying to do by writing this article).
 - Must have the 3 (or so) rhetorical devices you intend to analyze.
 - Refer to **Part 1, Section 5f**, “Writing special-purpose paragraphs,” in your St. Martin's E-Handbook for more information about introductions.
 - <http://ebooks.bfwpub.com/ttu.php>

Structure: Body Paragraphs

- Body Paragraphs:
 - Topic Sentence names rhetorical device.
 - Can have two body paragraphs per device
 - Define the rhetorical device thoroughly – textbook
 - Assume reader does not understand at all
 - Two or three examples; quote or paraphrase
 - For each line of quotation, 2-4 lines of explanation
 - Tie to thesis statement/overall purpose (mini-conclusion for this device)
 - How do these support, or not, author's purpose?
 - Transitions between sections
 - Look for information on transitions in **Part 1, Section 5e** in your **St. Martin's Handbook!**

Structure: Body Paragraphs

- Body Paragraphs:
 - Topic Sentence
 - Rhetorical Device definition
 - Example
 - Analysis
 - Example
 - Analysis
 - Example
 - Analysis
 - Mini-conclusion
 - Transition sentence
 - See the green “Quick Help” box in **Part 1, Section 5a** for questions you should ask yourself when editing the paragraphs in your writing.

Structure: Conclusion

- Conclusion
 - Conclusion – how do all of these devices work together to achieve purpose?
 - Look back to your mini-conclusions at the ends of your body paragraphs. You can see how each device is working in the article, now address how they effect one another.
 - Refer to **Part 1, Section 5f**, “Writing special-purpose paragraphs,” in your St. Martin’s E-Handbook for more information about conclusions.

Rhetorical Analysis Examples

- First-Year Writing Textbook:
 - Ch.9 (p. 203-206)
 - Appendix (p. 589-594)
- St. Martin's Handbook:
 - Section 8g
 - <http://ebooks.bfwpub.com/ttu.php>

Workshop:

- Get into groups of two
- Exchange papers (or laptops)
- Carefully read your partner's draft
- Answer all of the questions on the next slide
 - Do not just answer yes or no. Make specific suggestions for development and improvement. Tell them EXACTLY what is missing and give suggestions for what they can add and where to put it.
 - TAKE NOTES on what your partner says – you will not remember what your work shop partner has told you.
- Exchange back
- Discuss your recommendations and exchange ideas on how to improve

Guidelines for work-shopping:

1. What is the thesis statement?
 1. How many rhetorical devices does it contain?
 2. What is the “so what”?
2. Has the author been introduced
 1. Background information?
3. Has the article been introduced and briefly summarized?
4. What is the topic of the first body paragraph?
 1. Does the topic sentence clearly identify the device being analyzed in the paragraph?
 2. Is the device analyzed?
 3. How many examples are present?
 4. How much analysis accompanies each example?
 5. Is there any discussion of how the device ties into the thesis statement? (mini-conclusion)
 6. Is there a sentence that transitions the paragraph to the next paragraph?

Progress report:

- On your own
 - Write summary of work completed so far and work still left to be done on draft
 - You'll get 5 minutes to do this.

For next week:

- Read *St. Martin's Handbook* Part 1, Section 2, “Rhetorical Situations”
- There is nothing due on Tuesday night.
- Next week: Draft 1.1 Workshop
- **Bring in your Draft 1.1 to workshop**
 - Your Draft 1.1 must be at least 1000 words long when you bring it in next Thursday.