**Rhetorical Analysis Essay and Rubric**

**THE PROMPT:** You will write a well-constructed rhetorical analysis that makes a claim regarding the rhetorical situation for the topic that you chose. You will provide an objective analysis of the strengths and weaknesses in the writer’s/producer’s use of ethos, logos, pathos, and rhetorical devices. Your final essay will be in MLA format and turned in to Turnitin.com. We will be working on the essay in class, so you will need to have access to whatever topic you choose to write on. The final essay is worth 100 points, and the rubric is attached.

**Directions:** You are going to be writing a 2-3 pages (1200-1500 words) rhetorical analysis essay. You are going to have options for what you choose the analyze. You can choose one of the following below to write your essay on:

* A famous movie clip.
* A song lyric from one artist
* A movie speech
* A written speech of your choice: Suggested website: American Rhetoric Top 100 Speeches
  + <https://www.americanrhetoric.com/newtop100speeches.htm>

**Audience:** Your audience will consist of your scholarly peers whom you may assume have only a casual familiarity with the writer and the text that you are analyzing. Remember: Audience is an extremely important consideration for the writer; therefore, you also want to determine who you think is the intended audience and explain how and why you came to that conclusion. And, again, you are *not* developing an argument that advocates in favor of or against the writer’s position/issue.

* What do we know about the author? How does this author/writer/speaker use words and/or images to create an online persona? Is this author/writer/speaker authentic and how do we know?
* What subject(s) does this author/writer/speaker care about? What message(s) is the author/writer/speaker sending about these subjects? How does the author use words and/or images to send a message?
* Why does the author/writer/speaker care about his/her message? Why should we care about this message?
* What appeals and rhetorical devices does the author/speaker/writer use?
* What broad and narrow audiences is this author/writer/speaker targeting? How do you know? Does the author/writer/speaker use insider jargon or language to connect with these audiences? Are there any ethical flaws that the author/writer/speaker may not be aware of which impact his/her ability to connect or influence?
* Are there any patterns we should notice in how the author/writer/speaker uses language, sentence structure, punctuation, and/or images? Why might these patterns be important?
* How does the chosen publication method add to or take away from the author/writer/speaker’s ability to send his or her message, persuade an audience, establish credibility, etc.?
* Is the author/writer/speaker’s style and mode of communication effective? Why or why not?

**Specific guidelines for this assignment are:**

* 1200-1500 words
* Clear introduction and conclusion.
* Address appeals/rhetorical devices
* Adherence to MLA format (including in-text citations and Works Cited page).

**Rhetorical Analysis Rubric**

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| --- | --- | --- | --- | --- |
| **Superior = 17-20** | **Advanced = 14-16** | **Competent = 10-14** | **Weak in areas(s)**  **6-10** | **Fails in area(s)**  **0-5** |
| illuminates the issue covered in the chapter, speech, song, or social media post with clarity and intellect (what the chapter *is* about--the issue) | explains the issue covered in the chapter, speech, song, or social media post with clear language and obvious understanding | describes the issue that is covered in the chapter, speech, song, or social media post | mentions the issue covered in the chapter, speech, song, or social media post but does not explain it | gives a partial discussion of the issue in the chapter, speech, song, or social media post |
| clever and assertive thesis has a thoughtful claim about how author uses language (how the chapter [persuade]--the rhetorical choices) | has an assertive thesis which makes an interesting claim about how the chapter uses language | has an assertive thesis which makes a claim about how chapter uses language | has a descriptive thesis which tells about the chapter | has no identifiable thesis |
| makes insightful observations about the language used and documents them thoroughly with evidence from the text | makes very good observations about the language used by the author and documents every assertion with evidence from text | makes good observations about the language used by the author and gives evidence from text | observes something about the language used by the author and documents some observations with references to the text | observes a few things about the language used about the author, not much proof from text |
| conclusion ties together the rhetorical points made, producing reader thought | conclusion ties together the rhetorical points made, impresses the reader with connections | conclusion ties things together, mixing rhetorical points and issue points | conclusion ties some ideas in the essay together, may repeat language from previous parts of paper | conclusion poor or not present |
| uses higher-level vocabulary accurately in correct contexts, near-perfect spelling near-flawless punctuation, sentences vary with at least one of each identifiable sentence type (S, CX, CPD, CPD-CX) Follows MLA format and has a works cited. Double spaced, proper heading, and header, and spacing | uses higher-level vocabulary accurately, very good spelling above-average punctuation, sentence variation not identifiable Follows MLA format but may have one error | uses mostly higher-level vocabulary with occasional misuse of words, some spelling errors some punctuation errors, few sentence variations Follows MLA format but has more than a couple errors | uses adequate vocabulary with some misuse of words, errors in spelling detract from meaning frequent punctuation errors, barely any sentence variation Does not follow proper MLA formatting | vocabulary problems, spelling careless catastrophic punctuation, lack of sentence variation MLA formatting not followed |

**Total: \_\_\_\_\_\_\_\_\_\_/100**