

## **Guidelines for Rhetorical Analysis Planning and Writing**

1. Make strong claims supported by strongly evidenced arguments about the texts and utilize effective analytical sentences.
2. Present the rhetorical situation compellingly, effectively contextualizing these pieces of rhetoric.
3. Show a strong capacity for rhetorical analysis and reveal the pieces' ideological underpinnings, commonplaces, or subtext(s).
4. Demonstrate how rhetorical proofs (ethos, pathos, and logos) and other rhetorical choices contribute to the pieces' persuasive aims.
5. Write in a lively style, using apt phrasing and varying sentence structure.
6. Use effective arrangement strategies, especially drawing upon strong topic sentences and sensible paragraphing.
7. Demonstrate a strong awareness of grammar, punctuation, and style principles.
8. Expand, challenge, and transform the audience's understanding of the piece.

## **Planning the process**

### **Introductory paragraph**

Introduce subject of analysis:

- Historical context questions may apply here
- Formulate a thesis that makes a claim about the subject (ie "it's effective or persuasive" or "successful in achieving its goal of...." by or in utilizing certain appeals that are seated in choices related to style or content.

### Example Thesis Statements:

- *Both the “3AM” and “Daisy Girl” ads were effective in garnering votes for their respective candidates through their exploitation of past events, and their use of ideology, pathos, and exigence, resulting in a clear call for the candidate to be elected.*
- *“The Red Iceberg,” created in the US, and “We Want To Build...,” created in the USSR, each create characters that embody a specific commonplace in an effort to trigger the reader’s pathos in order to make a successful call to action.*
- *Because of the different kairotic circumstances of WWI and the Vietnam War and the ideologically distinct parties distributing the artifacts, the rhetorical claims of two Uncle Sam posters lie in direct argumentative opposition one another through their use intrinsic proofs implicit in the dissimilar presentations of this American commonplace.*

### **Subsequent paragraphs**

All subsequent paragraphs should be driven by an effort to prove your thesis. Internal consistency is very important. As you continue to make sub-claims (analytical sentences) throughout your paper which offer assertions about the functions of elements of textual analysis that you identify, be certain that you are always working to prove your thesis.

As you write, you may find that you’re heading down a different road from where you began. This is okay; this is why we revise and make appropriate adjustments to your major claim.

### **Concluding Paragraph**

Your thesis has already told us whether or not you think the subject was successful in achieving its persuasive goals. Here you want to seal the deal by offering an insightful, evaluative finish about the intended or unintended short and/or long-term impact of the subject’s message (on its audience, culture, other similar products/ideas/people etc.).