

Rhetorical Analysis Outline

I. Thesis:

II. Body Paragraph 1

a. Topic sentence (should point out a particular rhetorical strategy used):

Specific examples of strategy:

1. _____

Why it's effective: _____

2. _____

Why it's effective: _____

3. _____

Why it's effective: _____

III. Body Paragraph 2

a. Topic sentence (should point out a particular rhetorical strategy used):

Specific examples of strategy:

1. _____

Why it's effective: _____

2. _____

Why it's effective: _____

3. _____

Why it's effective: _____

Rhetorical Analysis Cheat Sheet

What you need to do: Identify the author's purpose and identify/analyze what rhetorical strategies he uses to achieve that purpose. Soooooo...

- a.) In the thesis, explain what the author is trying to do...what is he or she trying to convince the audience of? Then include two rhetorical strategies the author uses to achieve that purpose.
- b.) For each topic sentence, identify a particular rhetorical strategy that is used effectively in the passage.
- c.) Provide examples of the chosen strategy in each body paragraph and then...
- d.) Explain what effect the strategies have on the reader. How are they being used? Why are they effective?

Common Rhetorical Devices and Terms

- The Rhetorical Triangle
- Pathos
- Ethos
- Logos
- Appeal to Authority
- Rhetorical Question
- Counterargument
- Repetition
- Appeal to _____
(anything the reader can feel or believe in: patriotism, manliness, maternal instincts, comradeship, religion, etc.)
- Diction
- Satire/Sarcasm
- Nonverbal or visual rhetoric
- Tone
- Figurative Language (as used for a rhetorical purpose)
- Extended Metaphor
- Juxtaposition

3 Things to Keep in Mind for your Rhetorical Analysis:

- 1. Content: What's in the essay/text?** (Elements of rhetorical strategies- think figurative language, Aristotle's appeals (pathos, logos, ethos), arrangement, etc. Basically, all of those terms we've talked about so much this year.) This is the sort of thing you note while you're reading. Remember to underline these examples and efficiently jot notes in the margins to mark the content. This will speed up your process exponentially!
- 2. Extension: How should I say what's in the argument, and how do I build upon it?** (The mark of a "lower half" essay: "The author uses juxtaposition in this passage." The mark of an "upper half" essay: "The juxtaposition between _____ and _____ is implemented to delineate _____.") Studying sentence frames (on the next page) is a really helpful way to figure out how to build upon and extend your essay.
- 3. Unification: How can I unify all the individual components of the piece?** Don't just write an essay that effectively says, "These separate rhetorical strategies are used in this passage." Unify them. Just think about it: all the strategies are related in some way; this realization will help the arrangement of your essay immensely. It'll make you sound smart. It will make sure you are an "upper half" essay. Make the case for how the author's use of juxtaposition strengthens the ethos (credibility). Point out that the metaphor is designed to reinforce the pathos (emotional appeal). Demonstrate that the arrangement of the piece- the order in which the argument is presented- bolsters the logos. Ultimately, this is where you unify the topic, the author, the message, and the purpose (think T.A.M.P.) and unify his or her strategies for a specific purpose. In order to do this, you must understand the big picture of the argument. Ask yourself the 3 biggies:
 - a. What is the author's main goal?
 - b. How does he/she go about achieving this?
 - c. How effective is he/she?

This is a GREAT way to think about how you want to write your essays: **Content → Extension → Unification**

Sentence Frames Specifically For Rhetorical Analysis

Keep in mind that analysis is more than a summary or a paraphrase. It examines the HOW and WHY.

To help you get to an actual analysis of the language choices that you are presenting, try opening your sentences like some of these:

- A critical component of this line is the device/word _____ because _____
- Given that this word typically indicates/references _____, it can be concluded that here it _____
- This device/word in these lines serves primarily to indicate _____
- The author's choice to include this device/word clarifies his meaning because it does _____
- These particular details are chosen specifically because they _____
- The words "—" and "—" draw attention to _____
- The actual structure of the sentence mirrors/mimics the _____ which serves to _____.
- The speaker appeals to the reader's emotion with words such as "—" and "—" which express/evoke/recall _____
- This deliberate allusion is effective in the speaker's argument because it evokes/recalls _____
- This first clause sets up _____, while the second clause presents _____
- The shift from phrasing such as "—" to "—" indicates _____
- This choice of words allows the speaker to draw a parallel between _____ and _____ because _____
- In order to illustrate the injustice of _____, the writer employs contrasting words such as "—" and "—" to emphasize the hypocrisy of _____
- The contrasting connotation in his words help him point out the difference between _____ and _____
- The writer employs this allusion/image/comparison as a means to _____
- The vivid imagery dramatizes the _____ in order to _____
- This particular statistic is meant to _____ the audience for the purpose of _____
- The contrast between _____ and _____ underscores the contrast in _____
- In introducing her purpose, she lays out the bare facts, which are _____
- By juxtaposing _____ and _____, he is able to _____

