**Rhetorical Analysis**

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| First answer what is the author Doing (ACTION)!  Then explain HOW by discussing how the language tool works (**D**oing/**D**evice=tool—ok to not name tool)  If you are Analyzing: | Discuss  How the tool works or how the author creates the action | (**E**ffect of language choice or tool)  Action: uniting; building  Tool: hammer  The carpenter’s hammer smashes down the head of a nail so that the shaft drives into two solid pieces of wood. This connection builds because it creates a semi-permanent union of two smaller objects.  (notice that even without naming the tool [hammer], the analysis works) |
| Diction | HOW | the **connotation** affects tone (discuss connotations of specific words) |
| Syntax | HOW | the sentence structure brings meaning or emphasizes an idea |
| Organization | HOW | the **structure/arrangement of the ideas** of a piece brings meaning  Ex: cause/effect  Idea/examples |
| Figurative Language:  Metaphor  Simile  Personification  Analogy  Allusion | HOW | the **comparison** brings meaning (what is being compared and how does this create meaning?) |
| Figurative language:  Imagery | HOW | the **words or descriptions appeal to specific senses** (how that brings meaning) |

**Appeals** (Audience Focused—best with direct address)

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| Appeal (**D**evice) | Discuss | **E**ffect |
| Logos (logic) | HOW | facts, statistics, evidence, structure, examples, and testimony bring appeal to an audiences’ sense of reason (then discuss how this persuades the for the purpose) |
| Pathos (emotion) | HOW | personal anecdotes, word choice/tone bring out a certain emotion--what emotion? (then discuss how this emotion in audience persuades the audience to believe or act for the purpose) |
| Ethos (speaker) | HOW | the speaker gets the audience to perceive him/her (then discuss how this perception helps the authors’ purpose) |

A body paragraph should have the following: **DEEP**EEP(EEP)Conclude

**D/K (topic sentence):** Introduces the Key idea/Device/Doing that reveal an author’s purpose

**E:** Sets up the example using active verbs, expressing what the author does.

**E:** Explains the effect of the language—explains **how** the rhetorical choices made by the author work to affect the audience. For example, it explains what the words connote (diction), how the comparison works (metaphor, simile, personification), how the sentence structure develops (syntax), how the images appeal to senses (imagery)

**P:** Argues **how** the effect of the language creates the purpose, as discussed in the topic sentence.

Transitions to the next **E (new example)**

**E:** Sets up a new example using active verbs, expressing what the author does.

**E:** Explains the effect of the language—explains **how** the rhetorical choices made by the author work to affect the audience. For example, it explains what the words connote (diction), how the comparison works (metaphor, simile, personification), how the sentence structure develops (syntax), how the images appeal to senses (imagery)

**P:** Argues **how** the effect of the language creates the purpose, as discussed in the topic sentence.

(Developing with another **EEP** would make it even stronger)

**Conclude paragraph,** reflecting back on the author’s general use of language (Device) and Purpose.