

HOW TO ANALYZE A TEXT RHETORICALLY GUIDED PRACTICE

Class: ENG 1101

Date assigned: Monday, March 4, 2019

Date due: Sunday, March 10, 2019 at 11:59 PM

Time estimate to complete this assignment: 75 minutes

Overview/Introduction

A final component of the discourse community project that we have been working on is the rhetorical analysis of an academic document from your discipline. In this lesson you will learn the requirements for this type of writing and how to analyze a text rhetorically. When analyzing a text rhetorically, we focus less on what the text says and more on how the components of the text work together to make it effective (or not).

Learning Objectives

Basic objectives

Before class, you should be able to

- Explain the requirements of the rhetorical analysis assignment.
- Identify the components of a rhetorical analysis essay, using a student example.
- Define the rhetorical elements that you will be analyzing in the text (situation, purpose, claims, thesis/main claim, minor claim, audience, genre, types of evidence, and rhetorical appeals—ethos, logos, pathos).
- Recognize ways that academic writers employ the rhetorical appeals in writing.
- Identify and paraphrase the main claim of a text.

Advanced objectives

After participating in the in-class activities, you should be able to

- Examine and categorize illustrations of ethos, logos, and pathos in academic writing.
- Analyze a text to find examples of rhetorical elements.

Preparatory Activities and Resources:

Instructions	Resources
1. Read and annotate the assignment sheet for the rhetorical analysis assignment. Make sure the due dates are in your calendar. Write any questions that you have about the assignment in the margins. You will need to use the “Genre Knowledge” section for the next step. (5 minutes)	<ul style="list-style-type: none">• “Rhetorical Analysis of Academic Document Assignment Sheet” (page ____ in course packet, or attached)• “A Spectrum of Purposes” document (page ____ in course packet, or attached)
2. Read the model of a rhetorical analysis and then, referring back to the components of a rhetorical analysis in the “Genre Knowledge”	<ul style="list-style-type: none">• “Rhetorical Analysis Model” (page ____ in course packet, or attached)

section of the assignment sheet, label the components in the margins of the model. (10 minutes)	
3. Define the following terms: situation, purpose, claims, thesis/main claim, minor claim, audience, genre, types of evidence, rhetorical appeals (ethos, logos, pathos). (15 minutes)	<ul style="list-style-type: none"> • Chapter 2 “From Reading As a Writer to Writing As a Reader” pp. 45-48 • Chapter 9 “From Introductions to Conclusions” • Quizlet if you would like to make interactive flash cards
4. Review the information in our textbook about the rhetorical triangle and how writers use the rhetorical appeals. (15 minutes)	<ul style="list-style-type: none"> • Pages 247-48 and 254-67 (focus on the text boxes).
5. Read “Conversational Ball Games,” focusing on identifying the main claim/thesis. Paraphrase this short passage that you have identified as the main claim, making sure to use your own words and sentence structure. Cite the paraphrase correctly. (30 minutes)	<ul style="list-style-type: none"> • “Conversational Ball Games” (page _____ in course packet, or attached) • “Writing a Paraphrase” on p. 65-69. • Citation <ul style="list-style-type: none"> ○ Purdue OWL ○ Pp. 801-02 in our textbook ○ “In-text Citation” PPT (in Course Documents on Bb)

Exercises: Please complete by Sunday, March 10, 2019 at 11:59 PM.

- Submit your answers to the questions on the Google form.
- Also, bring a hard copy of two documents to class:
 - Your annotated model of a rhetorical analysis (step 2 of the preparatory activities above)
 - Your paraphrase of the main claim of “Conversational Ball Games” (step 5 of the preparatory activities above; either legibly handwritten or typed and printed is fine)

Questions?

If you have questions, email me, contact a classmate, or come to office hours (Monday and Wednesday 3:30-4:50 PM in 24-120).

HOW TO ANALYZE A TEXT RHETORICALLY ADVANCED PRACTICE

Class: ENG 1101

Date assigned: Monday, March 11, 2019

Date due: Tuesday, March 12, 2019 11:59 PM

Time estimate to complete this assignment: 30 minutes

Learning Objectives

Advanced objective

- Analyze a text to find examples of rhetorical elements.

Activities & deliverables

- Reread the text, "Learning the Language."

The first time we read this text, we focused on the content (looking at what the text says): What are the components of the medical discourse community (rhetoric, subject, genre, writing process)?

But this time, we will be focusing on analyzing the text rhetorically (looking at what the text does): How do the elements of **situation, purpose, claims, thesis/main claim, minor claim, audience, genre, types of evidence, and rhetorical appeals (ethos, logos, pathos)** work together to make the text effective?

- Access "Learning the Language" on hypothes.is and add two insightful annotations to the text that use at least two of the **bolded** terms above (at least one term per annotation). Make your contributions by Tuesday, March 12, 2019 at 11:59 PM.

This is the kind of analysis that you will be doing on your own with a document from your academic discipline, so this annotation will give you valuable practice for the upcoming writing assignment.

Resources:

- Analyzing a text rhetorically: Chapter 2 "From Reading As a Writer to Writing As a Reader" pp. 45-48
- Types of evidence: Chapter 9 "From Introductions to Conclusions"
- Purpose: "A Spectrum of Purposes" on page _____ of your course packet
- Rhetorical appeals: Chapter 8

Questions?

Contact me by email (tsteagall@cpp.edu) if you have any questions.

If you need help with Hypothes.is, consult their [Help page](#).

Flipped IN-CLASS Lesson Plan

Topic or concept: How to Analyze a Text Rhetorically

Basic objectives for preparatory work:

- Explain the requirements of the rhetorical analysis assignment.
- Identify the components of a rhetorical analysis essay, using a student example.
- Define the rhetorical elements that you will be analyzing in the text (situation, purpose, claims, thesis/main claim, minor claim, audience, genre, types of evidence, and rhetorical appeals—ethos, logos, pathos).
- Recognize ways that academic writers employ the rhetorical appeals in writing.
- Identify and paraphrase the main claim of a text.

Advanced objectives for classwork & after class work:

- Examine and categorize illustrations of ethos, logos, and pathos in academic writing.
- Analyze a text to find examples of rhetorical elements.

	Time planned	Activity and rationale	Resources needed
Beginning of class period	10 mins	<p>Answer the most frequent student questions (from guided practice, submitted via Google Forms) about the rhetorical analysis assignment to clarify and correct misunderstandings.</p> <p>Pairs compare how they labeled the components of a rhetorical analysis to check for accuracy.</p>	<p>List of student questions</p> <p>Model rhetorical analysis</p>

	Time planned	Activity and rationale	Resources needed
Middle of period	15 mins	Analysis of “Conversational Ball Games” part 1: Evaluate the paraphrases of the main claim using the “Group Symbols” strategy (#124).	Copies of “Conversational Ball Games” (hard copy or electronic); pen/pencil or computer Hard copies of student paraphrases from guided practice
Middle of period	30 mins	Analysis of “Conversational Ball Games” part 2: Annotate “Conversational Ball Games” by labeling examples of the rhetorical elements using the “Pair/Share/Repeat” strategy (#103). Students submit to me via Dropbox or hard copy,	Copies of “Conversational Ball Games” (hard copy or electronic); pen/pencil or computer
Middle of period	15 mins	Activity about how academic writers use ethos, logos, and pathos in writing. Students examine excerpts from academic journal articles in pairs and judge which of the nine strategies the writer is using.	Excerpts from academic journal articles
End of period	5 mins	3-2-1 Summary: Students list three ways that academic writers use the rhetorical appeals (one for each), two strategies for determining the audience of a text, and one question they still have about analyzing a text rhetorically.	3-2-1 Summary template handouts (or paper)

Flipped AFTER CLASS Work Plan Template

Advanced learning objective	Activity and rationale	Instructions to students
<p>Analyze a text to find examples of rhetorical elements.</p>	<p>Rhetorical analysis: Students will analyze a text they have read previously, “Learning the Language.” The first time they read the text, we focused on the content—what are the distinctives of the medical discourse community? This time they will analyze the text rhetorically, asking the question, How does the writer structure the text to make it effective? This activity will follow up on the group space activity by requiring students to use the analytical skills practiced in class individually. It will still be a supported process, however, because students will be using a social annotating site (hypothes.is).</p>	<p>Reread the text, “Learning the Language.”</p> <p>The first time we read this text, we focused on the <u>content</u> (looking at what the text <u>says</u>): What are the components of the medical discourse community (rhetoric, subject, genre, writing process)?</p> <p>But this time, we will be focusing on <u>analyzing the text rhetorically</u> (looking at what the text <u>does</u>): How do the elements of situation, purpose, claims, thesis/main claim, minor claim, audience, genre, types of evidence, and rhetorical appeals (ethos, logos, pathos) work together to make the text effective?</p> <p>Access “Learning the Language” on hypothes.is and add two insightful annotations to the text using at least two of the bolded terms above (at least one term per annotation).</p> <p>This is the kind of analysis that you will be doing on your own with a document from your academic discipline, so this annotation will give you valuable practice for the upcoming writing assignment.</p>

WRITING A RHETORICAL ANALYSIS GUIDED PRACTICE

Class: ENG 1101

Date assigned: Monday, March 4, 2019

Date due: Tuesday, March 12, 2019 at 11:59 PM

Time estimate to complete this assignment: 70-100 minutes

Overview/Introduction

In this lesson you will take significant steps toward completing one component of your discourse community project—the rhetorical analysis of an academic document (component 4 of the project)—by finding and analyzing an academic journal article from your discipline. You will also add to your observations about reading and writing in your discipline for your report (component 3 of the project).

Learning Objectives

Basic objectives

Before class, you should be able to

- Identify 2-5 specific databases on the Cal Poly databases that are used in your discipline.
- Use research skills to find an academic journal article to analyze that meets the requirements of the assignment using a discipline-specific database.
- State the thesis/main claim and minor claims of your chosen academic journal article.
- Cite this article in MLA format.

Advanced objectives

After participating in the in-class activities, you should be able to

- Contrast summarization, analysis, and evaluation.
- Analyze the rhetorical elements in an academic journal article.
- Plan and compose a first draft of a rhetorical analysis.

Preparatory Activities and Resources:

Instructions	Resources
1. Do some research to determine what specific databases are most appropriate for research in your discipline. (20-30 minutes)	<ul style="list-style-type: none">• The Knowledge Consultants at the Research Help Desk in the library (2nd floor) can help you select suitable databases for your discipline. Knowledge Consultants are students who have advanced training in library research and can answer your research questions.• You can refer to a library research guide that will often suggest the most useful databases for your discipline: http://libguides.library.cpp.edu/?b=s&group_id=6644• The video “Selecting and Using Databases” on the library website will walk you through the process.

	Select this video on the Research Tutorials webpage: https://www.cpp.edu/~library/reference-instruction/tutorials/index.shtml
2. Using one of the databases identified in step 1, find an academic journal article from your discipline that meets the criteria for this assignment. Once you have found the article you want to analyze, save it as a PDF and also print it out. Remember before you navigate away from the search results to save the MLA 8 th ed. citation, and don't forget to note the database that you used. (You will need this information for step 4.) (20-30 minutes)	<ul style="list-style-type: none"> • Refer to the assignment sheet for the specific criteria for this article. • The document "How to Find an Article on the CPP Library Website" on Blackboard that we used in 1100 would be useful. • Our textbook discusses search and evaluation strategies on pp. 173-81. (Disregard the sections about newspaper searches. A newspaper article is inappropriate for is assignment.) • The video tutorial "Finding Information" offers helpful strategies. Find this tutorial on the Research Tutorials webpage: https://www.cpp.edu/~library/reference-instruction/tutorials/index.shtml
3. Quickly read/skim and annotate the academic journal article that you have chosen in order to determine the thesis/main claim and any minor claims. Remember to use the reading strategies for an academic journal article (i.e., don't read it from beginning to end). (20-30 minutes)	<ul style="list-style-type: none"> • To review how to read an academic journal article, watch the TEDed video "How to Read a Scholarly Journal Article." • To review thesis/main claim and minor claims, read p. 47 in your textbook.
4. Write a correctly formatted Works Cited entry for your article. (10 minutes)	<ul style="list-style-type: none"> • For information about how to write a Works Cited entry, refer to pp. 802-04 in your textbook. • This page on Purdue OWL also provides citation help. Refer to the subsection about how to cite an article from an online database.

Exercises: Please complete by Tuesday, March 12, 2019 at 11:59 PM.

- Submit your answers to the questions on the Google form. (Attach a PDF—is that possible?)
- Also, bring a hard copy of three documents to class:
 - Your annotated academic journal article (step 3 of the preparatory activities above)
 - Your Works Cited entry of this article (step 4 of the preparatory activities above)
 - The model rhetorical analysis (used in class during the previous session)

Questions?

If you have questions, email me, contact a classmate, or come to office hours (Monday and Wednesday 3:30-4:50 PM in 24-120).

You can also get research help by going to the Research Help Desk (Library 2nd floor), calling the Research Help Desk at 909-869-3084, emailing your question to libraryhelp@cpp.edu, or using the [24/7 Library Chat Reference Service](#).

WRITING A RHETORICAL ANALYSIS ADVANCED PRACTICE

Class: ENG 1101

Date assigned: Wednesday, March 13, 2019

Date due: Monday, March 18, 2019 in class

Time estimate to complete this assignment: 60-90 minutes (may vary because people write at different rates. Preview the assignment to estimate how long it will take YOU and plan your time accordingly.)

Learning Objectives

Advanced objectives

- Contrast summarization, analysis, and evaluation.
- Analyze the rhetorical elements in an academic journal article.
- Plan and compose a first draft of a rhetorical analysis.

Activities & deliverables

- Add to your outline.

Following the procedure we used in class, continue to find examples of the rhetorical elements in your academic journal article. Add these elements to the outline you worked on in class. Make sure that you use summarization, analysis, and evaluation in the correct sections.

- Write a first draft of your rhetorical analysis.

Refer to the model and the assignment sheet. Your first draft should be at least two double-spaced pages (about 500 words) long at this stage. (You may single space your first draft when you print the hard copies for peer review, but make sure that you have the required number of words.)

- Bring two hard copies of your first draft to class on Monday, March 18 for peer review.

Resources:

- Summarization, analysis, and evaluation: PPT on Blackboard.
- Rhetorical elements: Pages 45-48 in your textbook.
- How academic writers use the rhetorical appeals: Pages 254-60 and 262-67 in your textbook.
- Assignment sheet on Blackboard.
- Outline template: You received a hard copy in class, or you can find the file on Blackboard.
- Developing paragraphs: Pages 326-33 in your textbook discusses using topic sentences, creating unity, and developing paragraphs.

Questions?

Contact me by email (tsteagall@cpp.edu) if you have any questions.

Flipped IN-CLASS Lesson Plan

Topic or concept: Writing a Rhetorical Analysis

Basic objectives for preparatory work:

- Identify 2-5 specific databases on the Cal Poly databases that are used in your discipline.
- Use research skills to find an academic journal article to analyze that meets the requirements of the assignment using a discipline-specific database.
- State the thesis/main claim and minor claims of your chosen academic journal article.
- Cite this article in MLA format.

Advanced objectives for classwork & after class work:

- Contrast summarization, analysis, and evaluation.
- Analyze the rhetorical elements in an academic journal article.
- Plan and compose a first draft of a rhetorical analysis.

	Time planned	Activity and rationale	Resources needed
Beginning of class period	15 mins	<p>Follow up on questions about analyzing a text rhetorically from previous class.</p> <p>Review citation by having students check a partner's citation by comparing it to a model.</p> <p>Group students by discipline by calling on students to share which databases they consulted; pair students based on common databases.</p>	Hard copies of students' citations of their articles; pens or pencils; MLA citation template for an academic journal article found on an online database

	Time planned	Activity and rationale	Resources needed
Middle of period	15 mins	Interactive mini-lecture about summary/analysis/evaluation. During the lecture, students will identify each component in the model rhetorical analysis to check for understanding.	Lecture slides; model rhetorical analysis
Middle of period	35 mins	Think aloud protocol to model step-by-step how to analyze an academic journal article rhetorically, addressing each element that needs to be included in the rhetorical analysis (situation, purpose, claims, thesis/main claim, minor claim, audience, genre, types of evidence, and rhetorical appeals—ethos, logos, pathos). This metacognitive conversation would be interspersed with time for students to examine their document, note their observations in the text, and share their findings with their partner.	Academic journal article for metacognitive conversation; projector or document camera; students' academic journal articles
End of period	10 mins	Outlining: Students begin constructing an outline of their rhetorical analysis in preparation for writing a first draft. Referring to the model rhetorical analysis, students will start filling in evidence to use in their body paragraphs.	Outline templates; annotated academic journal article; model rhetorical analysis

Flipped AFTER CLASS Work Plan Template

Advanced learning objective	Activity and rationale	Instructions to students
<ul style="list-style-type: none">• Contrast summarization, analysis, and evaluation.• Analyze the rhetorical elements in an academic journal article.• Plan and compose a first draft of a rhetorical analysis.	<p>Writing an outline and first draft of the rhetorical analysis. Using an outline will make sure that you include all the required components for this assignment and that you use summarization, analysis, and evaluation in the correct sections of the essay. Writing a first draft of this essay will get you ready for in-class peer review on Monday, March 18.</p>	<p>Following the procedure we used in class, continue to find examples of the rhetorical elements in your academic journal article. Add these elements to the outline you worked on in class. Make sure that you use summarization, analysis, and evaluation in the correct sections.</p> <p>Write a first draft of your rhetorical analysis, referring to the model and the assignment sheet. Your first draft should be at least two double-spaced pages (about 500 words) long at this stage. (You may single space your first draft when you print the hard copies for peer review, but make sure that you have the required number of words.)</p> <p>Bring two hard copies of your first draft to class on Monday, March 18 for peer review.</p>