

What do students have to do in a rhetorical passage analysis?

As they read underline/highlight

- Identify purpose
- Identify the context/rhetorical situation
- Identify tone
- Identify devices

What do they have to do as they write? In the body of their essay (a strategy that I use is to have students highlight/annotate their responses to the text using a different colored to illustrate how they incorporate each of the following into their essay)

- What—device/syntax/tone diction
- How-explain how the author is using the device
- Why-connect the device to the author's purpose
- How successful the particular device was at supporting the author's purpose

What are the things that we would want a successful student to consider in looking at the prompt

- What is the significance of this being a eulogy?
- How did Thatcher's relationship with Reagan affect her speech?
- What was Thatcher's attitude toward Reagan?
- What specific devices did Thatcher use (cite or paraphrase) examples?
- How successful was she? What impact did the devices have on conveying her perceptions of Reagan

Notes from sample papers

Successful papers were essays and use the text to support their responses. Less successful papers may have lacked a use of textual support or use of devices or have focused on summary.

The more successful sample essays (which will be posted early in July) were concise, cohesive, precise, insightful and convincing. The text was used to support their positions but not overused.

The less successful papers were insufficient in their explanation. They tended to identify devices but stopped there. They were summaries or a litany of devices without much analysis. They tended to be repetitive, to misuse language or to misread Thatcher's purpose or writing.