**Chart 1: Pre-read and assess rhetorical situation by determining the author’s purpose, author’s ethos, target audience and ethos of venue or source, and timeliness.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Media/venue and Genre +****Source Ethos** | **Author’s ethos, credibility** | **Author’s purpose** | **Kairos, exigence, timeliness** | **Intended Audience** |
|  |  |  |  |  |

**Directions:** Respond to the following three prompts in the spaces provided:

**Prompt 1:** Read and annotate for AUTHOR’S central claim/thesis/main argument. **What is the central argument or perspective of this editorial, essay, or speech?** Read closely to distinguish between the author’s main argumentativ claim (or thesis) and supporting sub-claims (often stated as reasons supporting the argument.)  **Write the main argument below in one summary sentence:**

**Prompt 2:** List the author’s sub claims (statements often given as key reasons supporting the main claim or argument; add more if needed):

**1.**

**2.**

**3.**

**Prompt 3: This prompt is focused on the author’s awareness of their potential audience’s concerns or opinions.** What wants, needs, values, and/or interests of readers does the writer or speaker address, appeal to, or otherwise acknowledge in this argument?

**Chart 2: Read again and list brief, short phrase-form, specific details from the text in the appropriate column.** In this case, using the author’s exact words is fine, but do put quotation marks around any text you list verbatim. Bullet-point your annotations and place them in the appropriate column for rhetorical appeals, author/speaker’s tone, and rhetorical language choices. (Document will expand as you type in the columns.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Ethical appeal****Ethos** | **Pathetic Appeal****Pathos** | **Logos**  | **Tone** | **Language: Diction, Imagery****Connotative/Loaded/Biased Words/Ambiguous words** |
|  |  |  | **Tone** is the author's/speaker’s attitude toward the topic and/or audience. Which words and phrases in the article convey that tone to the reader? What specific word (or phrases) can you provide to describe the author’s tone? | How do author’s diction (word choice), use of figurative, connotative, and/or satirical language support or detract from the effectiveness of the argument or point?  |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Write a Working Thesis Statement**

After you have completed a full rhetorical analysis of this text or speech, consider whether or not you found the argument or perspective presented as well-supported and effective. Use the content from the graphic organizer to help you develop your argument about the writer’s or speaker’s argument or perspective. In creating your thesis statement consider the rhetorical appeals and use of rhetorical language and devices the writer or speaker used. See online content for models of working thesis statements.

Write your rhetorical analysis working thesis statement here:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The thesis statement should be written with these criteria in mind:

* Written in one clear, grammatically correct sentence. Avoid the temptation to string several sentences together.
* Written in third person for formal academic writing or speaking.
* Contains discussion points (the key rhetorical elements that were effective or ineffective).
* Doe NOT contain your opinion on the topic. This is a critique of another creator’s argument and how well it was presented. Your opinion on the topic or argument should not be included anywhere in the analysis.