Rhetorical Analysis: “What Should Colleges Teach? Part 3” Academic Level : Bachelor Paper details Rhetorical Analysis Grading Rubric Your task: Write an MLA styled, 800 word or more, rhetorical analysis of one of the articles listed on blackboard. Your task is to evaluate the writer’s use of rhetoric. In essence, you are evaluating how the writer writes and how the intended audience may receive the writer’s intended message, not whether or not you like her ideas. Your essay will be graded as follows: 10= Superb, 9=Very good, 8=Good, 7=Solid, 6=fair, 5=needs improvement, 4=needs much improvement, 3 and below=content area is missing or needs to be completely rewritten. Intro (Worth 10%): • Grabs the interest of your readers • Includes full name of author and title of her work • Explains what the author’s intended message • Provides a good thesis that answers the following: to what extend does the author convey her message effectively to her specific audience and through what strategies does she do that Rhetorical analysis of the writer’s appeal to ethos, logos, pathos (Worth 50%): You do not have to use the vocabulary but you must demonstrate that you understand how her use of rhetoric effects and sways a specific audience. You need to aim for at least 3 to 4 well explained body paragraphs that rhetorically analyze specific examples from your chosen narrative. Ask yourself are my paragraphs doing this: • Explaining the argument/intended message that the author is trying to communicate • Making a claim about the effectiveness or ineffectiveness of the author’s exposition of the message to her audience • Explaining what the author does to convey her message, such as appealing to emotions, facts or argumentation • Providing specific example(s)/quotes that point to where she is doing what you claim she is doing • Analyzing the purpose of that quote • Analyzing how the intended audience might receive that quote: how might they feel, react or respond to that specific message? • Explaining why that specific example was effective or ineffective (depending on what you’re arguing) Conclusion (Worth 10%): The Do’s and don’ts: • Do not write a 3 sentence conclusion • Write an inspired and well-developed paragraph that starts with a shorter, more concise version of the thesis. • Write a few sentences conveying the importance of your essay, ideas explored, and general significance of your chosen article(s) message • At the end of the conclusion, and not anywhere else, is where you can give your opinion (if you would like). What are your thoughts on language, culture and identity? MLA Format, in-text citations and Work Cited page (Worth 10%): Student follows proper MLA style, including headings and title, Times New Roman 12pts font, double space, a Work Cited page, and includes quotes from the article as evidence in each paragraph; these quotes must not take over the student’s writing and must be keep shorter than three lines per quote. The quotes must be properly cited and analyzed. Mechanics and Word Count (Worth 10%): the student meets the 800-word count (counted from the first word in the intro to the last word in the conclusion). The student carefully revises the essay, contains minimal grammar mistakes; the student uses proper punctuation, has varying sentence structure and lengths and each sentence can be clearly understood the first time read. Organization (Worth 10%): The student has a well-organized essay that contains all the elements required. Each paragraph has a clear topic sentence that makes a claim. The claim is supported through explanations, examples and a focused argument. There are appropriate paragraph breaks and transitions between ideas. The essay flows, seamlessly connecting one idea to the next, and fulfills reader expectations by presenting old information before new information. Works Cited Fish, Stanley. "What Should Colleges Teach? Part 3." New York Times, 7 Sept. 2009, opinionator.blogs.nytimes.com/2009/09/07/what-should-colleges-teach-part-3/. Young, Vershawn A. "Should Writers Use They Own English." Iowa Journal of Cultural Studies, vol. 12, no. 1, 2010, pp. 110-17.