

## **English 101 Essay 2: Rhetorical Analysis**

Wed, 8 Feb:	Discuss Concerned Student 1950 Sources
Mon-Wed, 13-15 Feb:	Individual Conference Week – No Regular Class <b>Essay 2 Full Rough Draft Due</b> (1% of class grade) at Conference
Sun, 19 Feb:	<b>Essay 2 Final Draft Due by 5pm</b> (TITANium)

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For this essay, you are all analyzing and writing about the same student organization, Concerned Student 1950 from the University of Missouri, to demonstrate your ability to understand and apply the rhetorical terms we have discussed in class. Using these terms and evidence from the Concerned Student 1950 sources, your essay will work to respond to the following prompt:

**Analyze and compare the rhetorical effectiveness of two specific actions that Concerned Student 1950 took during the Fall of 2015. What action was most *or* least rhetorically effective and why?**

Unlike future essay assignments (where you will have an open choice in the student organization you write about and essay organization), for this assignment follow the composing and organizational guidelines below:

- Compose an introductory paragraph that explains the **exigence** that Concerned Student 1950 was responding to and includes your **thesis** about the most/least rhetorically effective action in the final sentence of the paragraph.
- Compose two body paragraphs: each one should focus on one specific action taken by Concerned Student 1950 and explain the action's **audience**, the **rhetorical appeals** the action uses, and why or why not those appeals are effective for the intended audience (this is where *your* logos, or reasoning, comes in). Each paragraph should use evidence (textual, visual, or otherwise) directly from the sources to support the rhetorical appeals it explains. Each paragraph (or at least the second body paragraph) should use writing that compares the two actions in terms of their rhetorical effectiveness. As we discussed in class, an "action" may be the October letter, the hunger strike, the football player strike, or other individual rhetorical "actions" that Concerned Student 1950 composed or supported over fall 2015.
- Compose a concluding paragraph that restates your **thesis** in new words that reflects the development your body paragraphs have accomplished. After restating your thesis, compose one or more sentences that **call for further exploration or research** about one or more of the ideas your essay explores. For example, in researching and writing about Concerned Student 1950's actions limited to fall 2015, what additional questions or further inquiries did you have about their actions or rhetorical terms that our assignment "constrained" you from learning about due to source selection and time limits?

Categories of Evaluation for Essay 2 (10% of grade):

The essay should be a minimum of **700 words** in length.

**Introduction (25 points)**

Does the introductory paragraph explain the exigence of the rhetorical context? Does it offer a focused thesis that takes a position about the rhetorical effectiveness of a specific action of Concerned Student 1950?

**Two Body Paragraphs (60 points)**

Does each body paragraph work to identify and explain a) a specific action taken by Concerned Student 1950, b) the audience(s) of that action, and c) the rhetorical appeal(s) the action uses to persuade its audience(s)? Does each body paragraph draw on direct or paraphrased evidence from the action to support its ideas?

**Conclusion (10 points)**

Does the conclusion work to restate the essay's thesis in a way that reflects the ideas the essay has developed in the body paragraphs? Does the conclusion offer a call for further research – whether through statements or questions – based on the ideas the essay raises?

**Formatting and Flow (5 points)**

Does the essay use academic formatting (such as MLA) to establish ethos in its presentation? Does the essay include in-text source attributions to establish ethos? Does the essay generally avoid typos that may interrupt the “flow” or understanding of the essay to outside readers?