

## Mr. Freitas



## Question 2 Quick Guide

WARNING: Ingestion of English Content May Cause the Rise of Intellectual Ability.

### Thesis Template:

In the (*Genre*) (*Title of the Piece*), (*Contextual Information about Author and/or Text*), (*Author's Name*) (*Rhetorical Choice 1*), (*Rhetorical Choice 2*), (*Rhetorical Choice 3*) in order to \_\_\_\_\_ (*Answer: What is the audience supposed to understand after experiencing the text?*) \_\_\_\_\_, ultimately moving (*insert audience*) to \_\_\_\_\_ (*Answer: what is the audience supposed to do after experiencing the text?*).

#### Thesis Notes:

- When no title is given in the prompt, make one by combining the genre with the audience.
- Sometimes you may need to switch the order of the genre and the title for things to make sense.
- You don't need to include the non-essential contextual information about the author and/or text. When you do, though, separate it with dashes; there are already many commas in your sentence.
- In a times writing, a strong thesis is perfectly acceptable to stand as your whole intro paragraph.

### Body Paragraphing Template:

**Topic Sentence(What/Why):** (Ordering Phrase—See Rhetorical Stems attachment), (Author) (Rhetorical Strategy from thesis) in order to (answer to what the audience should understand or do found in thesis).

**Textual Evidence (Where):** Take, for example, how (summarize the context that comes before your quote and then flow into quoted textual evidence that shows the strategy referenced in the topic sentence in action) (citation).

**Commentary (How):** (summary of text for analysis that is derived from quote) (choose applicable verb: showcases, highlights, exposes, evokes, or something as strong) **because** (explain **how** the textual evidence reveals the purpose/effect/answer to the understand or do that is mentioned in the topic sentence. Commentary is usually at least two sentences. These explanations often focus on explaining general assumptions, stereotypes, and word connotations. Make sure to purposefully select your verbs to provide vibrant analysis).

**Final Sentence(s):** All of this would move (the audience) to (purpose (do/persuade) from thesis) **because** (explain **how** the information provided by the author would move the audience to act as identified.)

#### Body Paragraphing Notes:

- The language "Take, for example, how" is a discourse marker, but it's not actually needed as long as you know an example follows a topic sentence.
- The stronger rhetorical analysis paragraphs typically include at least two pieces of textual evidence. This is not necessary, but it is common in the better essays. You can write a strong paper and only analyze 2-3 choices. But, it's better to thoroughly cover as many as you can.
- Stronger papers are written chronologically because they show the interrelation of the arguments parts and how they build on one another.

### Conclusion Steps: Channeling One's Inner Cinderella

When writing conclusions for Rhetorical Analysis essays, students should highlight the ideas the RA Essay Speaker showcases, rather than summarizing their own essays and the author's choices. Once the ideas are highlighted, students need to apply said ideas universally. Steps for generating a strong conclusion are as follows.

- Students must identify 2-3 key ideas—singular abstract words—to which the analyzed piece relates.
- With these ideas, students must write a sentence that ties one or all of them to the purpose of the speaker; do not list out any rhetorical strategies; conclusions are about ideas. (To do this with style, students should try turning the first sentence of their conclusions into a metaphor.)
- Highlight the ideas that the paper explores by putting them into a universally applicable model and/or make the audience respond to said ideas, but never by asking a question. You know you are doing this right when you are no longer talking about the speaker and his/her audience, but are speaking in more general terms: people, individuals, society, etc. Also try to add an applicable piece of text for an added BAM! Factor. (Channel your inner Cinderella and leave your glass slipper!)

## Ordering Words and Phrases for Topic Sentences

### ***Beginning of Text:***

(Speaker/Author) begins by/with...

### ***Body of Text:***

(Speaker/Author) follows this by/with...

Following this, (Speaker/Author) (action verb)...

Moving on, (Speaker/Author) (action verb)

(Speaker/Author) transitions to...

In order to transition, (Speaker/Author) (action verb)...

(Speaker/Author) then shifts to...

(Speaker/Author) moves to compare...

(Speaker/Author) then contrasts...

(Speaker/Author) exemplifies...

### ***Conclusion of text:***

(Speaker/Author) concludes by/with...

Finally, (Speaker/Author) reminds...

## Rhetorical Verbs

Words to Give "Uses" and "Is" a Break

| Methods of Development   | Classical Argument Structure (Classical)  | Other Verbs of Merit  |
|--|---|---|
| <b>Narration</b><br>1. Narrates<br>2. Chronicles<br>3. Recounts<br><b>Description</b><br>4. Describes<br>5. Depicts<br>6. Details<br><b>Exemplification</b><br>7. Exemplifies<br>8. Provides<br><b>Compare and Contrast</b><br>9. Compares<br>10. Contrasts<br>11. Juxtaposes<br>12. Likens<br><b>Classification and Division</b><br>13. Divides<br>14. Classifies<br>15. Categorizes<br>16. Characterizes<br><b>Definition</b><br>17. Defines<br><b>Process Analysis</b><br>18. Initiates<br>19. Provides<br>20. Analyzes<br><b>Cause and Effect</b><br>21. Causes<br>22. Affects<br>23. Influences<br>24. Instigates | <b>Exordium &amp; Background</b><br>1. Creates<br>2. Initiates<br>3. Introduces<br>4. Illustrates<br><b>Partition</b><br>5. Presents<br>6. Develops<br>7. Claims<br>8. Segues<br><b>Confirmation</b><br>9. Confirms<br>10. Supports<br>11. Rationalizes<br>12. Legitimizes<br><b>Refutation</b><br>13. Challenges<br>14. Refutes<br>15. Defends<br>16. Retorts<br><b>So What?</b><br>17. Pleads<br>18. Instigates<br>19. Clarifies<br>20. Implies<br>21. Posits<br>22. Calls to Action<br>23. Questions<br>24. Considers<br>25. Concludes | 1. Reasons<br>2. Evokes<br>3. Elicits<br>4. Implies<br>5. Addresses<br>6. Provides<br>7. Distinguishes<br>8. Demonstrates<br>9. Provokes<br>10. Maintains<br>11. Repeats<br>12. Avoids<br>13. Excludes<br>14. Focuses<br>15. Incites<br>16. Inspires<br>17. Ridicules<br>18. Opposes<br>19. Assumes<br>20. Speculates<br>21. Sympathizes<br>22. Alludes<br>23. Exposes<br>24. Reveals |
|    |   |   |

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