Instructions:

Every text contains an argument.  Whether authors are writing an academic essay, tourist or non-profit webpage, newspaper editorial, blog, song, movie or restaurant review, or commercial, they want readers and viewers to think, feel, or behave a certain way or to take a certain course of action.

Understanding how public texts make arguments is important to reading, writing with credible sources, critical thinking, and analysis at the university level.  Developing awareness of how other peoples’ texts attempt to persuade you enables you to develop critical literacy while learning strategies for writing persuasively yourself.

Your first goal in this assessment is to locate a public text that is loosely and/or broadly relevant to  your literacy narrative. You could think also of the overall course theme, which shows the connections between literacy, language, culture, and identity, but ideally, the focus comes specifically from your literacy narrative.  Be sure to discuss your ideas with your Tutor, especially if you are having difficulties. Choose a text that takes a stand on an issue.

Since the assessments in COMM570 are scaffolded and interconnected, because academic writing involves the development of complex ideas over time, you must use this public text as a source (minor or major) for Assessment 3: Source-Based Essay, so choose wisely. Attend the weekly tutorial so that you can discuss your options with your Tutor, especially if you having difficulty coming to a decision. If for some reason you cannot attend the tutorial that week, email your Tutor to discuss your ideas.

Your next goals are to read the public text attentively so that you thoroughly understand it and write an essay analysing how the author(s) use rhetorical strategies to make the argument. To help you write this essay, we will study rhetorical concepts such as audience, purpose, genre and appeals (logical, emotional, and ethical).  We will also study the pattern of claim, example and warrant used to analyse arguments.

An outstanding analysis of this kind will provide an accurate close rhetorical reading of the public text, one that establishes the relationship between the details and general conclusions of the text.  It will succinctly introduce the article and author's point of view and lead the reader through the rest of the essay in a logical coherent manner, considering the audience, purpose, genre, kinds of rhetorical appeals, and pattern of claims.  It will arrive at a thesis that previous paragraphs support with thorough argument and cogent proofs in the form of appropriate quotes from the primary source.  There will be no repetition of ideas and language, and the writing will be free of mechanical grammatical errors.

Course Learning Outcome Assessed

1. Analyse and evaluate oral and written communication rhetorically in terms of situation, audience, purpose, aesthetics, and diverse points of view.
2. Use well-defined rhetorical principles to present their ideas with intellectual rigour and stylistic force.
3. Express a primary purpose in a compelling statement and order supporting points logically and convincingly.
4. Undertake careful analysis and integrate evidence correctly and ethically to produce substantive written source-based argument.

Notes

Formatting your essay:

* Include a Title Page.
* Include page numbers, and your name in the top right corner (in the Header).
* Use 12-point font (Times New Roman or Calibri) with 2.0 spacing.
* Indent the first line of each new paragraph and delete any extra spacing between paragraphs.
* In-text citations should follow APA 7th style. Include a List of References containing ONLY the public text analysed and cited in the assessment.

Suggested Procedures

 Students must attend the tutorials to receive full instructions on the Rhetorical Analysis essay and to work on drafting the essay, to participate in peer review , and receive feedback from the Tutor. Portfolio marks are awarded for the completion of these tasks in the tutorials.

Marking and Feedback

Overall Evaluation Criteria for Academic Writing:

A/Excellent

Writing is of consistently outstanding quality, addressing a complex and significant topic and successfully handling the interaction among topic, audience, purpose, and persona in relation to content, organization, style, and form.

Topic: a clearly defined and significant subject, carefully introduced and consistently explored in informative ways.

Audience: a sophisticated understanding of the readers' values, assumptions, and expectations.

Purpose: a carefully articulated, achievable aim or aims.

Persona: a rhetorical stance and voice that serve the purpose and appeal effectively to the audience.

Content: sustained arguments that are well-supported with multiple forms of evidence and "good reasons," fully developed with appropriate strategies (and in research-based writing demonstrating a sophisticated understanding of and ability to use, evaluate, and integrate a wide range of source materials).

Organization: a clear and imaginative structure or pattern that provides coherence, leads the audience from idea to idea, clarifying relationships and connections, and shows a mature awareness of genre.

Style: varied and forceful sentences, purposeful and apt diction, and appropriate and carefully nuanced tone that expresses the personality (ethos) of the writer and engages the audience.

Form: strong control of the conventions of academic discourse: format, syntax, paragraph structure, punctuation, mechanics, diction, documentation; the control is strong enough to allow the writer to push the boundaries of the conventions in imaginative and effective ways.