Rhetorical Analysis

Note: This document should only be used as a reference and should not replace assignment guidelines.

The information in this handout is based on Allyn and Bacon Guide to Writing (Ed. John Ramage, John Bean, and June Johnson, Brief 5th ed., 2009, pp. 16-56), and From Inquiry to Academic Writing (Stuart Greene and April Lidinsky, 2008, pp. 47-64).

Since rhetorical analysis and summary/strong response are similar genres with essentially the same goals, this handout can be useful for both types of assignments. However, this handout is only a guide and should not replace individual instructor’s guidelines.

Preparation
A rhetorical analysis analyzes how an author argues rather than what an author argues. It focuses on what we call the “rhetorical” features of a text—the author’s situation, purpose for writing, intended audience, kinds of claims, and types of evidence—to show how the argument tries to persuade the reader.

You will want to read the text you plan to analyze both “with the grain” and “against the grain.” In reading “with the grain,” you “believe” everything the author tells you without question. In reading “against the grain,” you pose challenges to the author’s claims and techniques. Read your text a few times, making note of the following features and marking examples. This handout will use examples based on Jane Tompkins’s article “‘Indians’: Textualism, Morality, and the Problem of History” (Critical Inquiry 13.1 (1986): 101-119).

“With the Grain”
You will want to construct a short summary of the author’s main argument to orient the reader in points you will make in your analysis. This summary should simply and neutrally present the author’s main points and will generally appear early in your final paper.
EXAMPLE: In her article “Indians,” Jane Tompkins tries to locate the “truth” of the Puritan-Native American encounter in North America by comparing various historical accounts, ultimately concluding that though history is determined by the worldview of the person writing the account, moral relativism is not an acceptable stance toward serious historical events. Structuring her essay as a personal narrative, Tompkins lays out her research process for the reader, summarizing and analyzing each academic source as she encounters it. Her essay leads the reader through academic analyses of history from the 1960s and 1970s that alternately criticize and sympathize with the Native Americans and primary texts by colonists in various positions of power in relation to the Native Americans. The essay ultimately concludes with a call for academics to seek out competing accounts of history and to piece together a story of what happened “according to what seems reasonable and plausible” (118).
“Against the Grain”
Make note of the following features, including examples from the text.

Angle of vision
How does the author control what the reader sees? In other words, where does the author use words with certain connotations or create a certain tone or style? How does the author reveal her point of view?

EXAMPLES: Tompkins attempts to make her research process look objective: she shows the reader how she systematically consults a wide range of historical accounts, from primary sources written by colonists to analyses by historians trained in differing schools of thought. Ultimately, however, the reader can only see her research process through Tompkins’s own perspective—which is the point she implicitly arrives at in the end of her essay. The unusual use of first-person in this academic article highlights this insight. For instance, when she writes, “I did not care to have any real exemplars interfering with what I already knew” (101), she draws attention to the fact that her personal feelings influenced how she approached her research.

Tompkins cannot completely escape her academic persona, however. Her use of terms like “antifoundationalist epistemology” (103) shows her academic training and works against her attempts to be accessible to the general reader.

Purpose or Rhetorical Situation
What is motivating the author to write this piece? Does the author want to
• express a certain idea or opinion?
• respond to a particular occasion or another text?
• explore a topic or inquire into a problem?
• inform the reader about a topic that is misunderstood?
• analyze, synthesize, and interpret data?
• persuade the reader of an argument?
• reflect on a topic?
• advocate for change?

EXAMPLE: Tompkins has multiple purposes in writing this piece: she is responding to the problem of finding the “truth” in historical accounts, informing the reader about how history is constructed, reflecting on the problems of escaping a single perspective, and trying to persuade the reader to be more skeptical in the research process.
Rhetorical Analysis

Note: This document should only be used as a reference and should not replace assignment guidelines.

Audience
To whom is the author writing?
EXAMPLE: Tompkins is writing to an academic audience familiar with the process of historical research, though her simplified language and use of first-person experience make the essay accessible to a broader audience that might include undergraduate students and the educated general reader. The author is reflecting on the process of how historical knowledge is formed and wants the audience to think about what might seem to be a straightforward process in a new way.

Claims
What kinds of claims is the author making and where?
- **Claims of fact** usually based on objective facts but are sometimes interpreted by the author for the purpose of argument.
  EXAMPLES: The author may be emphasizing a statistic that seems to support her argument but could be used equally well on the other side.

Or, the author may claim, “The automotive industry has depleted our natural resources to the point of crisis.” The author may state objective facts and statistics to back up this argument, but whether we are at a “point of crisis” is the author’s interpretation.

- **Claims of value** present an evaluation or judgment of a situation. They often use value-laden words like variations of “good,” “bad,” “moral,” “immoral,” “beautiful,” “ugly,” etc.
  EXAMPLE: “Developing the natural wilderness in Alaska would irreversibly mar the beauty of the land.” This statement suggests that the author values the beauty of the natural wilderness over the potential energy sources that could come with development.

- **Claims of policy** often call for action and use “should” or “must” statements.
  EXAMPLE: “As a state-funded institution, the university should stop outsourcing jobs to overseas companies and hire in-state employees to bolster the local economy.” The claim advocates for a change in current policy.

  EXAMPLE: Tompkins’s main claims involve her analysis of how other authors have interpreted facts. Her essay ends with a major claim of value regarding the necessity of moving beyond moral relativism to making truth claims based on the best possible reconciliation of different points of view.

Concessions and Refutations
Does the author include evidence that does not support her claims? If so, how does the author respond to it and what does this suggest about her rhetorical position?
- **Concessions** acknowledge that another perspective has some merit.
- **Refutations** show the problems in another point of view and argue for the author’s position.
  EXAMPLE: Tompkins concedes that relativism is an appealing and sometimes useful tactic when dealing with historical accounts that seem irreconcilable, but she ultimately concludes that some historical situations—like those involving genocide or extreme brutality—demand more definitive moral judgment.
Rhetorical Analysis

Note: This document should only be used as a reference and should not replace assignment guidelines.

Classical Rhetorical Appeals
Generally, academic writing relies mainly on ethos and logos, while more popular writing may include appeals to all three or may rely on one more than the others. Why might this be the case for your article?

- **Ethos** refers to an author’s creation of a credible persona. How does the author establish credibility or authority?
  
  EXAMPLE:  *Tomkins systematically lays out her research process in narrative form, showing the reader how many different sources she consulted in writing the article, establishing her professional credibility.*

- **Logos** refers to appeals to logic. How does the author establish the logic of his argument?
  
  EXAMPLE:  *The logos of Tompkins’s argument is established in a similar way to her ethos: her systematic explanation of her research process creates a logical sequence for the reader to follow.*

- **Pathos** refers to appeals to emotion. Where does the author try to emotionally engage the reader in the argument?
  
  EXAMPLE:  *Unusually for an academic essay, Tompkins begins with a personal account of her childhood impressions of “Indians” and continues to narrate the rest of the essay in first person. This narration establishes a more personal bond with the reader than most other academic writing, which generally avoids personal anecdotes.*

Writing Strategies
Your rhetorical analysis will need:

- A short, neutral **summary** of the text
- A **thesis** that argues the most important rhetorical features of the text and their effects
- Several paragraphs of **evidence**, arranged under topic sentences

After you have read and annotated your text, you will have an abundance of evidence to draw from for your essay. Arrange your best ideas under claims about your text; you do not need to cover every category in this handout. There are many ways to structure a rhetorical analysis, but most will begin with a short summary of the text to orient the reader and then move into a thesis statement and analysis. The analysis should form the majority of the paper and be organized under central ideas. Each claim you make should have evidence from the text to back it up.

EXAMPLE THESIS:  *In her essay “Indians,” Jane Tompkins narrates her research process in the first-person, combining a pathos that draws with reader in with an academic ethos. The narrative style and her use of generally simple language make the essay, which has clear academic undertones, accessible to a broader audience.*