CHECKLIST/PEER REVIEW FOR THE RHETORICAL ANALYSIS ESSAY

Reviewer’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Writer’s name (essay owner): \_\_\_\_\_\_\_\_\_\_\_\_\_

*Reviewer: in addition to this completed checklist, you must also mark directly on the essay itself and sign your name.*

Introduction—brief (you can catch the reader’s attention first before writing the paragraph below, but an analysis essay does not require it)

* *First sentence of the introduction after an attention grabber (if desired):* (Writer’s credentials), (writer’s first and last name), in his/her (type of text), (“Title of the Text”), (strong verb) (writer’s BASIC/EXPLICIT SUBJECT).
* *Second sentence:* (Writer’s last name)’s purpose is to (what the writer does in the text—implicit subject and/or purpose).
* *Third sentence:* He/she adopts a(n) (adjective describing the attitude/feeling conveyed by the author) tone in order (verb describing what the author wants the readers to do/think)

Body Paragraphs—This is the ANALYSIS part!

*EACH body paragraph must have the following:*

* \*Identify the part of the text you’re analyzing (T)
* \*Identify the STRONGEST rhetorical devices used and explain the effect (use quotes and pull only the specific word or phrase that you are analyzing) (T, E, X)
* \*Analyze using the analysis menu! Focus on HOW the author uses language (A)
* \*Clearly and specifically analyze how the strategies (above) come together to help the writer achieve his/her purpose🡪connect back to thesis/intro/implicit meaning! (S)
* *Should be set up chronologically (order of the article)*

Conclusion—brief (3 sentences or so is fine here)

* \*Make sure you don’t just repeat the thesis/intro
* \*Look back at the intro and write in a way that reflects a deeper understanding (connect those big ideas and devices back to purpose): big picture. Answer the implicit question, “SO WHAT?”
* Connect how OVERALL language/author’s stylistic (rhetorical choices) reflect the bigger picture, conveys the author’s purpose 🡪

Conventions of Rhetorical Analysis Essays to Follow

* Break down a text into small parts (how you get to the full meaning)
* Don’t add fluff or evaluate the work: “beautifully written” “powerful” “excellent writer,” “creates a picture in your mind,” etc.
* Don’t include your opinion of the topic
* Avoid using just lists (“The writer uses words such as…, …, and….to show…”). Instead, analyze each separately and breakdown.
* Avoid using cliché or empty phrases like “unique,” “different,” “similar,” “similar but different,” “in today’s society,” “paints a picture,” “makes you feel like you are really there,” and “in conclusion…”
* Use the author’s first and last name the first time and then JUST the last name after that
* Include observations of “shifts,”:a speaker's attitude can shift on a topic, or an author might have one attitude toward the audience and another toward the subject. The following are some clues to watch for shifts in tone: • key words (but, yet, nevertheless, however, although) • punctuation (dashes, periods, colons) • paragraph divisions • changes in sentence length • sharp contrasts in diction
* Analyze a text in present tense (“The author writes” instead of “The author wrote”)
* Enclose the title of the article, essay, or speech you’re analyzing in quotes. If it is an excerpt from a novel, then it should be underlined when writing by hand.
* Don’t write in first person. Instead, refer to yourself as “the reader” or “the audience”
* Support your claims with short pieces of textual evidence (direct quotations and paraphrases)
* Don’t forget to point out the more obvious features/decisions in the text, too (examples include the use of humor, the organization of the text, the use of anecdotes, flashbacks, imagery, etc. and connect them to purpose)

Three Recommended Goals for Improvement/Overall Comments and Suggestions:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Reviewer: Once you are finished, use a highlighter to highlight areas on checklist NOT completed by the essay writer.*