ENGL135: Academic Reading and Writing
Rhetorical Analysis Assignment Sheet – Individual/Compare-contrast two articles

Due dates for assignment:
 Thursday, Oct 22
 •  Homework: E-mail instructor your choice of articles (1%)
 Tuesday, Oct 27
 •  Homework: Submit brief (one paragraph) summaries of both articles (1%)
       Typed copies of the summaries are to be submitted at the beginning of class on this day.
 Thursday, Oct 29
 •  Homework: Rhetorical analysis draft due (1%)
 •  In-class: Essay draft workshop

Tuesday, Nov 3
 •  Assignment deadline: Paper due (17 %)

Basic guidelines:
Deadline: Tuesday, Nov 3
Length requirement: 800-1000 words (approximately three double-spaced pages with one-inch margins)

Other: Provide a works cited list that includes bibliographic information for the two articles being analyzed. Include this at the end of the written paper. The article should be cited according to either APA or MLA style.

Formatting: Include your name, your instructor’s name, the course title, and the assignment due date at the top of the paper (left justified); include an original title, centered and just below your name and information.

Assignment overview:
While many students come to ENGL135 having written some kind of analysis of a published text (often a literary text), few have experience with rhetorical analysis, careful consideration of the persuasive strategies an author employs to persuade a particular audience. You will be introduced to a number of new concepts, particularly Aristotle’s discussion of three appeals a rhetorician can make to a group of listeners or readers.

In this paper, you will offer a formal rhetorical analysis that considers the effectiveness of the persuasive strategies used by the authors of two articles in The Active Reader that offer arguments on related topics. Your main task will be to argue which article is more effective by explaining to readers how these authors make use of appeals to ethos, pathos, and logos to persuade their intended audiences.

In order to convince readers that your argument is accurate you need to offer evidence from the articles to support your claims about their effectiveness. For this reason, we will spend quite a bit of time practicing quoting, paraphrasing, and summarizing skills as well as discussing how to use material from sources in an ethical way. These lessons will be especially valuable to you in the research-based essay you will prepare as your final paper for this class.
Because this paper will include a number of different elements, you will need to think carefully about arrangement strategies. Will you discuss the use of ethos in both articles first, then pathos, then logos? Will you analyze the articles one at a time? Basically, this assignment is a compare/contrast essay, so we will spend time in class discussing how to organize such a paper, but you must decide what arrangement plan will work best for your articles.

**Essay options:**

Any two from this list (Canada in the World)
- “Which ‘Native’ history? By whom? For whom?” By J.R. (Jim) Miller
- “Listen to the North” by John Ralston Saul

Any two from this list (media and society)
- “In defence of the iGeneration” by Renée Wilson
- “Reality TV gives back: On the civic functions of reality entertainment” by Laurie Ouellette
- “Cyberbullying myths and realities” by Eussel A. Sabella, Justin W. Patchin, and Sameer Hinduja

Any two from this list (science and the environment)
- “Doping is a threat to sporting excellence” by John William Devine
- “Community perspectives on the impact of climate change on health in Nunavut, Canada”
- “Psychology’s essential role in alleviating the impacts of climate change” by Robert Gifford

**A note on the audience for this paper:**

I do not wish you to write a formal audience analysis for this paper. Instead, we will spend time discussing the nature of academic audiences within specific academic disciplines (here an audience of professors and students interested in rhetoric). Since a discipline-specific academic group is the audience for whom many papers in university classes are written, your understanding of this (often imaginary) collection of readers will help you to prepare assignments for other courses.

**Grading:**

This is a formal paper that will be evaluated using the formal written grading standards detailed in your course syllabus. If you have any questions about the assignment or evaluation of your work, please contact me.

**Graded components (for a total of 20%):**
- Choice of articles (1%)
- Summaries of articles (1%)
- Summary of rhetorical analysis (1%)
- Final paper (17%)