

RHETORICAL ANALYSIS SAMPLE ESSAY

Harriet Clark

Ms. Rebecca Winter

CWC 101

13 Feb. 2015

Not Quite a Clean Sweep: Rhetorical Strategies in Grose's "Cleaning: The Final Feminist Frontier"

A woman's work is never done: many American women grow up with this saying and feel it to be true. One such woman, author Jessica Grose, wrote "Cleaning: The Final Feminist Frontier," published in 2013 in the *New Republic*, and she argues that while the men in our lives recently started taking on more of the childcare and cooking, cleaning still falls unfairly on women. Grose begins building her credibility with personal facts and reputable sources, citing convincing facts and statistics, and successfully employing emotional appeals; however, toward the end of the article, her attempts to appeal to readers' emotions weaken her credibility and ultimately, her argument.

In her article, Grose first sets the stage by describing a specific scenario of house-cleaning with her husband after being shut in during Hurricane Sandy, and then she outlines the uneven distribution of cleaning work in her marriage and draws a comparison to the larger feminist issue of who does the cleaning in a relationship. Grose continues by discussing some of the reasons that men do not contribute to cleaning: the praise for a clean house goes to the woman; advertising and media praise men's cooking and childcare, but not cleaning; and lastly, it is just not fun. Possible solutions to the problem, Grose suggests, include making a chart of who does which chores, dividing up tasks based on skill and ability, accepting a dirtier home, and making cleaning more fun with gadgets.

Throughout her piece, Grose uses many strong sources that strengthen her credibility and appeal to ethos, as well as build her argument. These sources include, "sociologists Judith Treas and Tsui-o Tai," "a 2008 study from the University of New Hampshire," and "P&G North America Fabric Care Brand Manager, Matthew Krehbiel" (qtd. in Grose). Citing these sources boosts Grose's credibility by showing that she has

Hook

Context

Article author's
claim or purpose

Thesis

Summary of the
article's main
points in the
second paragraph
(could also be in
the introduction)

Third paragraph
begins with a
transition and
topic sentence that
reflects the first
topic in the thesis

Quotes illustrate
how the author
uses appeals to
ethos

Sample Of Rhetorical Essay Paper

Deanna D. Sellnow, Thomas G. Endres



Sample Of Rhetorical Essay Paper:

Making and Unmaking the Prospects for Rhetoric Theresa Jarnagin Enos, 2013-12-02 The 1996 Meeting of the Rhetoric Society of America commemorated the 25th anniversary of the publication of Lloyd Bitzer and Edwin Black's *The Prospect of Rhetoric*. In so doing the conference gave scholars and teachers in various disciplines from all over the country the opportunity to talk about new prospects for rhetoric. The conferees were asked to present their vision of rhetoric studies or to demonstrate what rhetoric studies could be by example. Their essays presented in this volume illustrate a discipline at odds over the future and demonstrate the continued influence and vitality of other papers on the same subject published some 25 years ago.

The Rhetorical Power of Popular Culture Deanna D. Sellnow, Thomas G. Endres, 2024-01-25 Can television shows like *Stranger Things*, popular music by performers like Taylor Swift, advertisements for products like Samuel Adams beer, and films such as *The Hunger Games* help us understand rhetorical theory and criticism? The Fourth Edition of *The Rhetorical Power of Popular Culture* offers students a step by step introduction to rhetorical theory and criticism by focusing on the powerful role popular culture plays in persuading us as to what to believe and how to behave. In every chapter students are introduced to rhetorical theories presented with current examples from popular culture that relate to the theory and guided through demonstrations about how to describe, interpret, and evaluate popular culture texts through rhetorical analysis. Authors Deanna Sellnow and Thomas Endres provide sample student essays in every chapter to demonstrate rhetorical criticism in practice. This edition's easy to understand approach and range of popular culture examples help students apply rhetorical theory and criticism to their own lives and assigned work.

[The Structured Essay](#) Sr. Mary Michael Spangler OP, Rita Werner, 2002-03-18

Teaching ESL Composition Dana R. Ferris, John Hedgcock, John S. Hedgcock, 2004-09-15 In keeping with the spirit of the first edition *Teaching ESL Composition: Purpose, Process, and Practice*, Second Edition presents pedagogical approaches to the teaching of ESL composition in the framework of current theoretical perspectives on second language writing processes, practices, and writers. The text as a whole moves from general themes to specific pedagogical concerns. A primary goal is to offer a synthesis of theory and practice in a rapidly evolving community of scholars and professionals. The focus is on providing apprentice teachers with practice activities that can be used to develop the complex skills involved in teaching second language writing. Although all topics are firmly grounded in reviews of relevant research, a distinguishing feature of this text is its array of hands-on practical examples, materials, and tasks which are presented in figures and in the main text. The synthesis of theory and research in a form that is accessible to preservice and in-service teachers enables readers to see the relevance of the field's knowledge base to their own present or future classroom settings and student writers. Each chapter includes Questions for Reflection, pre-reading questions that invite readers to consider their own prior experiences as students and writers, and to anticipate how these insights might inform their own teaching practice. Reflection and Review follow up questions that ask readers to examine and evaluate the

theoretical information and practical suggestions provided in the main discussion and Application Activities a range of hands on practical exercises such as evaluating and synthesizing published research developing lesson plans designing classroom activities executing classroom tasks writing commentary on sample student papers and assessing student writing The dual emphasis on theory and practice makes this text appropriate as a primary or supplementary text in courses focusing on second language writing theory as well as practicum courses that emphasize or include second language writing instruction or literacy instruction more generally New in the Second Edition updated research summaries consider new work that has appeared since publication of the first edition revised chapter on research and practice in the use of computers in second language writing courses covers recent developments streamlined number and type of Application Activities focus on hands on practice exercises and critical analysis of primary research and revisions throughout reflect the authors own experiences with the text and reviewers suggestions for improving the text A Student Guide to Writing at UC Irvine ,2004

Resources in Education ,1998-07 **The World is a Text: Writing About Visual and Popular Culture** Jonathan Silverman,Dean Rader,2018-04-30 Wherever we look today popular culture greets us with texts that make implicit arguments this book helps students to think and write critically about these texts The World Is a Text teaches critical reading writing and argument in the context of pop culture and visual examples showing students how to read everyday objects and visual texts with basic semiotics The book shows how texts of all kinds from a painting to a university building to a pair of sneakers make complex arguments through their use of signs and symbols and shows students how to make these arguments in their own essays This new edition is rich with images real world examples writing and discussion prompts and examples of academic and student writing The first part of the book is a rhetoric covering argumentation research the writing process and adapting from high school to college writing while the second part explores writing about specific cultural topics Notes instruction and advice about research are woven into the text with research instruction closely tied to the topic being discussed New to the updated compact edition are chapters on fashion sports and nature and the environment

Wordsmithing Arlene F. Marks,2014-06-04 Literacy Made for All is a classroom ready teacher friendly resource for English and Writing teachers of Grades 9 through 12 Organized buffet style it is designed to complement an existing English curriculum by providing a tested repertoire of strategies for teaching both writing skills and literary analysis techniques Benefits and Features tested and proven effective at all learning levels from Remedial to Pre AP provides complete lesson plans including reproducible materials can be implemented as is or modified to suit individual teaching styles and or students need each skill assignment or project begins by teaching the teacher giving an inexperienced teacher the knowledge to provide effective instruction first time out and the confidence to modify and experiment thereafter comprised of reading writing literary criticism and language study components moves students from writing effectively to reading analytically approaching text from the authoring point of view a proven highly successful methodology can turn any English course into a

Literacy course extremely versatile and cost effective can deepen an existing English course or complete the framework for a new one WORDSMITHING focuses on the creation production and sharing of a variety of nonfiction writing projects The text can be implemented in the classroom alone or in tandem with the two other titles in the Literacy Made for All Series STORY CRAFTING and ENJOYING LITERATURE Also of interest for classroom teachers is the Let Them Write Series CHARACTER DEVELOPMENT Classroom Ready Materials for Teaching Writing and Literary Analysis Skills in Grades 4 to 8 PLOT BUILDING Classroom Ready Materials for Teaching Writing and Literary Analysis Skills in Grades 4 to 8 SETTING AND DESCRIPTION Classroom Ready Materials for Teaching Writing and Literary Analysis Skills in Grades 4 to 8 A New Look at the Interactive Writing Classroom Stephen Sharp, 2011-06-16 Teaching students how to write more effectively is a goal that English teachers of all levels share How can you motivate your students to produce their best writing think critically and participate more actively in class How can you conduct workshops in your classroom that create a more dynamic interactive student centered environment This practical comprehensive guide to teaching writing offers English teachers a variety of new classroom tested instructional activities workshops lesson plans journal entries teaching strategies and creative assignments to use in their classrooms including modified mini lessons and group discussions that engage students and stimulate critical thinking Emphasizing the proven benefits of cooperative learning the book includes step by step instructions for special writing workshops on invention strategies critical reading thesis statements draft feedback narrative writing debates outlining introductions proofreading and editing and much more Additional topics include how to coach students manage problematic students attack plagiarism and deal with student evaluations **Rhetorical Criticism** Sonja K. Foss, 2025-07-28 This transformative text has taught the lively art of rhetorical criticism to thousands of readers becoming a revered standard With an unparalleled talent for distilling sophisticated rhetorical concepts and processes Sonja Foss provides an engagingly written practical guide delineating ten methods of doing rhetorical criticism Clear instructions describe the process for systematic investigation of symbolic acts and artifacts and the necessary ingredients for well reasoned explanations and analysis Accessible sample essays illustrate each method and the same artifact is analyzed for nine of the methods to reveal the nuances and applicability of different approaches A deep understanding of rhetorical criticism equips readers to be engaged and active participants in shaping the nature of the world in which they live A chapter on feminist criticism features the disruption of conventional ideologies and practices The chapter on narrative criticism highlights storytelling in the digital world The emphasis on inquiry is invaluable for filtering meaning out of the communication encountered daily for example questions to ask processes to employ for interpretation assumptions to identify Understanding rhetoric helps readers judge the effectiveness accuracy and impact of symbols **The MCAT Writing Sample and Verbal Reasoning** Sammy R Browne, Hodges' Harbrace Handbook John Cunyus Hodges, 1998 Identifies parts of the handbook useful for English as a second language students **The Active Reader** Eric Henderson, 2007

Designed to provide students with a practical integrated approach to reading and writing The Active Reader is divided into three parts Part I Academic Reading introduces students to the conventions of academic discourse and to critical thinking Part II Academic Writing begins with an overview of college university essays and then discusses reports critical analyses summaries and research essays Part III The Active Reader features thirty nine diverse and cross disciplinary readings that are organized into five thematic sections Features The essays most of which are less than five years old have been chosen specifically for their currency and relevance to students lives Suggested activities for the individual essays will initiate class discussions and encourage students to work collaboratively as well as individually Diverse and cross disciplinary the readings focus on problems and or solutions applicable to today s world A variety of rhetorical patterns are illustrated within a problem solving framework enabling instructors to use a more traditional rhetorical approach if they choose In The Active Voice features which speak directly to students experts offer their perspectives on particular issues or writing points The rhetoric and handbook section is integrated with the essay section thus reinforcing all the principles outlined in the first two sections as students work through the essays

Making Progress Logan Bearden,2022-04-01 Making Progress is an empirical investigation into the strategies and processes first year composition programs can use to center multimodal work in their curricula Logan Bearden makes a unique contribution to the field presenting a series of flexible strategies evolving considerations and best practices that can be taken up adapted and implemented by programs and directors that want to achieve what Bearden brands multimodal curricular transformation or MCT at their own institutions MCT can be achieved at the intersection of program documents and practices Bearden details ten composition programs that have undergone MCT offering interview data from the directors who oversaw and or participated within the processes He analyzes a corpus of outcomes statements to discover ways we can make space for multimodality and gives instructors and programs a broader understanding of the programmatic values for which they should strive if they wish to make space for multimodal composition in curricula Making Progress also presents how other program documents like syllabi and program websites can bring those outcomes to life and make multimodal composing a meaningful part of first year composition curricula First year composition programs that do not help their students learn to compose multimodal texts are limiting their rhetorical possibilities The strategies in Making Progress will assist writing program directors and faculty who are interested in using multimodality to align programs with current trends in disciplinary scholarship and deal with resistance to curricular revision to ultimately help students become more effective communicators in a digital global age

College Writing and Beyond Anne Beaufort,2008-02-06 Composition research consistently demonstrates that the social context of writing determines the majority of conventions any writer must observe Still most universities organize the required first year composition course as if there were an intuitive set of general writing skills usable across academic and work world settings In *College Writing and Beyond A New Framework for University Writing Instruction* Anne Beaufort reports on a longitudinal study comparing one

student's experience in FYC in history in engineering and in his post college writing Her data illuminate the struggle of college students to transfer what they learn about general writing from one context to another Her findings suggest ultimately not that we must abolish FYC but that we must go beyond even genre theory in reconceiving it Accordingly Beaufort would argue that the FYC course should abandon its hope to teach a sort of general academic discourse and instead should systematically teach strategies of responding to contextual elements that impinge on the writing situation Her data urge attention to issues of learning transfer and to developmentally sound linkages in writing instruction within and across disciplines Beaufort advocates special attention to discourse community theory for its power to help students perceive and understand the context of writing

Handbook of Research on Assessment Literacy and Teacher-Made Testing in the Language Classroom White, Eddy, Delaney, Thomas, 2018-11-23 The evaluation of student performance and knowledge is a critical element of an educator's job as well as an essential step in the learning process for students The quality and effectiveness of the evaluations given by educators are impacted by their ability to create and use reliable and valuable evaluations to facilitate and communicate student learning The Handbook of Research on Assessment Literacy and Teacher Made Testing in the Language Classroom is an essential reference source that discusses effective language assessment and educator roles in evaluation design Featuring research on topics such as course learning outcomes learning analytics and teacher collaboration this book is ideally designed for educators administrative officials linguists academicians researchers and education students seeking coverage on an educator's role in evaluation design and analyses of evaluation methods and outcomes

Hodges' Harbrace Handbook Hodges, 1998 *Global and Transformative Approaches Toward Linguistic Diversity* DeCapua, Sarah E., Hancı-Azizoglu, Eda Başak, 2022-06-24 A world of diversity brings along the necessity for multilingual perspectives People must unite and understand each other more than ever before to overcome the challenges of miscommunication across borders Today's educators aim to value linguistic diversity in their daily curriculums to encourage emotional intelligence and empathy for new generations to alter the world into a more civilized and peaceful setting Global and Transformative Approaches Toward Linguistic Diversity discusses pedagogical approaches to including linguistic diversity in a classroom setting This book also explores questions and critiques on linguistic diversity as well as themes and thematic questions Covering topics such as grammatical diversity multilingualism and semantic transfer it serves as an essential resource for pre service teachers policymakers faculty and administration of both K 12 and higher education TESOL scholars multilingual writers activists linguists educators researchers and academicians

The Writer's Rhetoric and Handbook Elizabeth McMahan, Susan Day, 1988 *Sample Copy Writing Paragraphs and Essays* Wingersky, 1999

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