

A Rhetorical Analysis Essay asks you to explain the rhetoric (the various strategies used by the author to express their ideas) of a written source and argue why, in your opinion, those particular strategies are effective or not. Rather than focusing on WHAT the content is, your focus should be shifted to address HOW the content is being presented.

In order to do this, you need to look at the sources you are analyzing from the perspective of a writer. Ask yourself: *What is the author doing in their writing that makes the writing compelling?* If you find that they're not all that compelling, ask: *what could they do to make their arguments more effective?* When exploring this perspective, *focusing on the goal/intent of your author is key*. To do this, you'll want to explore the author's use of rhetorical devices.

### COMMONLY USED RHETORICAL DEVICES

ETHOS	PATHOS	LOGOS
<i>A ppeals to the writer's own credibility and character to make a case and gain approval</i>	<i>A ppeals to the audience's emotions in order to persuade</i>	<i>Use of reason and logic to appeal to the audience and build legitimacy</i>

These rhetorical devices are your key to unlocking an analytical perspective that explores how arguments are made and what makes them effective. Below you'll find additional rhetorical devices used in this type of analysis:

Allusion: briefly and indirectly references a person, place, thing, or idea containing cultural, historical, literary, or political significance to the reader or author.

Analogy: the comparison of two things, which are alike in several respects, for the purpose of explaining or clarifying some unfamiliar or difficult idea or object.

Hyperbole: an exaggeration of ideas for the sake of emphasis.

Irony: a contrast or incongruity between expectations for a situation and what is reality.

Metaphor: a literary device comparing two unlike things through a perceived similarity.

References:

<https://www.vwu.edu/academics/learning-center/pdfs/Rhetorical-Analysis-Thesis.pdf>

<https://writingcenter.tamu.edu/Students/Writing>

