ASSIGNMENT

Part of our focus this year has been analyzing various aspects of rhetoric and argument, such as construction, diction, tone, and effectiveness. We have read both fiction and nonfiction to study a writer’s craft and how he or she develops a piece of writing with an ultimate purpose or message. Your job is to select a famous speech from a list. Then, you will write a well-organized, thoughtful analysis of this speech through careful consideration of the speaker, stylistic and rhetorical strategies, and historical context of the document or speech using evidence from the original document or speech as well as outside sources. Essentially, everyone has the same thesis: proving how the historical context and biographical information of the author shaped his/her speech and then determining which rhetorical strategies used by the speaker best reach his/her audience.

How do I do this?

1. Choose a speech from the list below. No more than 4 people can do any one speech. Sign-ups are Tuesday, January 31at.
2. Format of your essay:
   I. Introduction: You will introduce your essay by giving an overview of biographical information about the speaker and a synopsis of the issue the speaker addressed. You will not be quoting in this section, just providing a broad overview and introducing the topic in an interesting way.
   II. Research: You will need to thoroughly research the speaker, occasion, and audience. By occasion, this means the historical context of the speech. By audience, this means BOTH who was sitting in front of the speaker AND the American populace at the time who would have perhaps seen a televised version or read a re-print in the newspaper. You will pull information about the speaker, occasion and audience from sources found on the databases/trustworthy sources.
   III. Analysis: You will also determine the author’s thesis and trace his/her argument. This is based on your analysis of the document or speech’s text. You will need to read your speech multiple times and carefully annotate it to identify dominant rhetorical and stylistic techniques. You will find three dominate rhetorical devices that the speaker uses to convey his/her purpose to include in this section of your paper. You will define these terms, provide examples from the speech, and evaluate their effect on the audience (since you have research about who the audience was and what was going on at the time; you would not need to quote again, just address what you’ve already mentioned). Use your Skills Packet. Ethos, pathos or logos can be used only once. Pick specific techniques from your packets for the other items.
   IV. Conclusion: Lastly, discuss the legacy of this speech. Could this speech still be made today? If so, with the same issue or a similar one? If not, when was this problem solved? Close your paper in a thoughtful way. Read up on current issues so that you don’t missing something glaringly obvious.

3. Refer to the Research Paper Requirements (below) for the specific details of this assignment. Please check this sheet carefully to avoid costly deductions.

THE SPEECHES

Copies of these speeches will be provided to you. No more than 4 students per speech per class.

1. Mitt Romney “Faith in America”
2. Steve Jobs “Commencement Address at Stanford University”
3. Huey P. Long “Every Man a King”
4. Barack Obama “Presidential Farewell Address”
5. Carrie Chapman Catt “Address to the Congress on Women’s Suffrage”
6. Chimamanda Ngozi Adichie “We Should All be Feminists”

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<tr>
<th>DATE</th>
<th>RESEARCH STEP OR ASSIGNMENT DUE</th>
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<tr>
<td>M</td>
<td><strong>1/30</strong> Introduce Essay, Give overview of speeches</td>
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| T    | **1/31** Speech Selection Due; Class time for reading/annotating  
- Things to mark for annotation: summarize chunks, label rhetorical terms and annotate their effect, trace thesis and points, color-code ethos, pathos, logos and describe effect |
| Bl   | **2/1-2** Speech Annotation Due; must bring printed copy of speech with annotations completed |
| F    | **2/3** Lab time (1300) to find/print sources |
| M    | **2/6** Lab time (1300) to find/print sources |
| T    | **2/7** Sources DUE in class and Works Cited page; lab time (1300)  
Bl   | **2/8-9** Lab time (1300) to read through sources, highlight important info  
F    | **2/10** Lab time (1300) to type Rough Draft  
M    | **2/13** Lab time (1300) to type Rough Draft  
T    | **2/14** PEER EDITING—Bring typed, substantial Rough Draft to class (have 85% of paper completed for a 100)  
Th   | **2/15-16** FINAL PAPER PACKET DUE WITH TURNITIN.COM SUBMISSION  
Packet must include: (stacked top to bottom)  
- Rubric *(will give you a copy)*  
- Final draft  
- peer editing pages  
- rough draft  
- prewriting  
- sources with cover pages  
- annotated copy of speech |
Requirements

1. We will be using the Lone Star College rubric as usual. It is holistic, so if you meet the minimum criteria, that’s a ‘D’. You need to meet the minimum criteria, then pour in thoughtfulness, reflectiveness, specific details, and TRUE rhetorical analysis.

2. Complete all in-class prewriting assignments.

3. Your paper must adhere to ALL MLA format guidelines. Use your grammar book

4. Your paper must be typed, double-spaced, one-inch margins, size 12 font, Times New Roman ONLY. No bold or special fonts anywhere!

5. Follow the essay format established on the first page.
   a. Specifics per paragraph:
      i. Intro – no need to use quotations; you’ve done the research, so you will know the important information to reveal without revealing everything from the research paragraph
      ii. Research – Must use sources from databases/scholarly origins; You can divide this section into smaller paragraphs on speaker, audience and occasion. You need at least TWO quotations for each of those smaller paragraphs, so 6 quotations total.
      iii. Analysis – You will quote the speech as you walk through the argument. You will also quote the speech when giving examples of the devices. You should have at least one or two examples from the speech per device, so 3-6 quotations total. You may also do smaller paragraphs, one per device. There is no need to do internal citations in this paragraph as all quotations will be from the speech.
      iv. Conclusion – no need to use quotations; this is where you tie everything together

6. Your paper must fall be at least 4 pages but not more than 5. This means that your paper must come to the very last line of the 4th page. I suggest you continue on to the 5th page to be safe.

7. In accordance with MLA format, a Works Cited page is required. The databases often give you the citation on the printouts! Your speech will be one of your sources BUT you need at least THREE more sources from the KPHS or Lone Star databases/Scholarly or Legitimate websites to help with the research paragraph. As usual, books are always approved.

8. You must provide commentary alongside your quotations; I need to know why you think that particular quotation is relevant to the point it upholds. Consider the big picture; comment on how these small instances are the building blocks for something greater.

9. Sources will be ONE quiz completion grade. No late work is accepted because there is NO time to fall behind.

10. A complete rough draft will be ONE completion quiz grade. No late work is accepted.

11. Your paper is due on Block day, Feb. 15/16 online at turnitin.com by 11:59pm.

12. A NOTE ABOUT PERSONAL RESPONSIBILITY AND ACCOUNTABILITY: You will not be able to keep up or create a quality final paper if you are behind on daily assignments. Come in for tutoring help EARLY if you are struggling with a step or have questions. Don’t wait until the last minute to get help!
    - Computer issues do happen, but you can get around the panic of last minute issues by utilizing common sense. Back up your files; never save something solely to a computer, especially if it’s a public computer; you can attach documents in an email and ask me to print them should your printer fail; your mobile device can be used to send documents; ask neighbors, friends, etc. for help if you experience last minute trauma; let me know ahead of time when something has gone wrong. Computers will be available to you during class as posted on the schedule. You can also stay after school if you need further access to a computer. Ask for a note.

13. ABSENCES DURING THE WRITING PROCESS: An absence does not exempt you from work. Assignments will be given out in advance because they take time to complete. If you will be absent due to extracurricular or personal reasons, it is your responsibility to turn in the day’s work before you leave. If you are absent on a computer lab day, you are expected to make up that time on your own. Follow the calendar.

14. IF ABSENT ON THE PAPER DUE DATE: The paper is due ONLINE, so an absence does not excuse you from submitting your paper.

15. Plagiarism will not be tolerated, and the proper punishments will be ascribed. You are to work individually; I discourage you from choosing speeches similar to your friends’ as the temptation to share ideas might be too great. Even sharing quotations is considered plagiarism. Turnitin.com will tell me whose papers utilized the same quotations. If you so much as have two quotations in common, your paper will be earmarked for further investigation.
Essay Scoring Guide: Composition & Rhetoric + Mechanics + Documentation Method

A  
The grade of A means that a paper excels in most or all of the following ways:
1. Treatment of subject shows good critical intelligence, careful workmanship, and originality.
2. Organization is so clear that the reader knows at all times what the purpose is and how the writer intends to accomplish it.
3. Paragraphs are coherent and are developed as fully as their function demands.
4. Sentences are clear in meaning and so constructed as to contribute precisely and effectively to the writer’s purpose.
5. Choice of words is exact, appropriate, and sensitive.
6. Strategies of rhetoric are employed successfully, and the paper demonstrates depth of critical thinking.
7. Mechanics flawless, or almost flawless.
8. If source material is required for the assignment, documentation is perfect, or has few minor errors.

In other words, A papers are excellent.

B  
The grade of B means that a paper is good.
1. Treatment of subject shows some originality and better than average ability to relate ideas.
2. Organization is clear, though lacking the full clarity and tight coherence of A-level work.
   It is appropriate to the subject and purpose.
3. Paragraphs are reasonably unified, coherent, and well developed.
4. Sentences are generally fluent and clear and are sufficiently varied to make for an easy style.
5. Words are used precisely and with some attention to stylistic appropriateness.
6. Strategies of rhetoric are employed successfully, but don’t demonstrate as much depth of critical thinking or make as much of an impact as in A-level work.
7. Mechanics conforms to accepted usage.
8. If source material is required for the assignment, documentation is accurate.

In other words, B papers are above average work.

C  
The grade of C means that a paper is rather routine in its total effect.
1. Treatment of subject is acceptable but lacks distinction.
2. Organization is fairly clear; a central idea is systematically treated.
3. Paragraph development shows little originality; paragraph structure shows some coherence but tends to be loose and uneconomical.
4. Sentences are correct and are sufficiently linked to make for continuity. Generally, however, the style is flat, and the meaning is not always clear.
5. Choice of words is generally appropriate but shows little attention to effect.
6. Strategies of rhetoric are considered, but are not completely successful. Critical thinking is adequate.
7. There are some mistakes in mechanics.
8. If source material is required for the assignment, documentation is close to accurate.

In other words, C papers are average work.

D  
The grade of D means that a paper has a number of the following weaknesses:
1. Treatment of subject tends to be thin, vague, or trite.
2. Organization is not clear or effective.
3. Paragraphs tend to be incoherent and poorly developed.
4. Sentences are generally awkward or overly simple and show little awareness of style. Their meaning is frequently not clear.
5. Choice of words is often imprecise, inappropriate, or trite.
6. Strategies of rhetoric are barely considered. Critical thinking is surface-level.
7. There are a number of errors in mechanics.
8. If source material is required for the assignment, documentation is faulty.

In other words, D papers are below, though do approach, average work.

F  
The grade of F means that a paper falls below minimum requirements. It has a number of the following weaknesses:
1. Treatment of subject is thin, vague, or trite.
2. The paper lacks a distinct beginning, middle, and ending.
3. Paragraphs obviously lack unity and are poorly developed.
4. Sentences are awkward or are constructed in primer style. Many are not clear.
5. Choice of words is frequently inexact or inept.
6. Strategies of rhetoric are not considered or are faulty. Critical thinking is surface-level, missing, or inadequate.
7. There are too many errors in mechanics.
8. If source material is required for the assignment, documentation is not considered or is faulty.

In other words, F papers do not approach average work.