

**Міністерство освіти і науки України
Західноукраїнський національний університет**

**кафедра іноземних мов
та інформаційно-комунікаційних технологій**

**Завдання для самостійної роботи
із дисципліни «Основи іншомовної риторики»
для студентів
спеціальності «Бізнес комунікації та переклад»**

Тернопіль - 2023

Завдання для самостійної роботи із дисципліни «Основи іншомовної риторики» для студентів спеціальності «Бізнес комунікації та переклад». / Укл.: О.Ничко, І.Стецько – Тернопіль: ЗУНУ, 2023. – 39с.

Рецензенти:

Штохман Лілія Миколаївна кандидат філологічних наук, доцент кафедри іноземних мов та інформаційно-комунікаційних технологій Західноукраїнського національного університету.

Загородня Людмила Зеонідівна кандидат філологічних наук, доцент кафедри теорії і практики перекладу Тернопільського національного педагогічного університету імені Володимира Гнатюка.

Викладено та наведено навчальні завдання для самостійної роботи з дисципліни «Основи іншомовної риторики» для студентів іноземної філології денної форми навчання. Запропоновану навчально-методичну розробку можна використовувати для масового вивчення риторики, під час удосконалення підручників і посібників, чинних програм і планів, розроблення спецкурсів, написання студентських наукових розвідок тощо.

Затверджено

на засіданні кафедри іноземних мов та інформаційно-комунікаційних технологій
Західноукраїнського національного університету
(протокол № 8 від 6 лютого 2023 р.).

Передмова

Навчально-методична розробка має на меті систематизувати основні підходи до формування риторичної компетенції сучасних перекладачів.

Перекладач у своїй професійній діяльності має справу з текстами, які відносяться до різних сфер суспільного життя. Навчитися використовувати надбання риторичної думки, вміння вдало та успішно репрезентувати свої думки – передумова успішної комунікації їй, в свою чергу, успішного перекладу.

Головна мета самостійної пізнавальної діяльності студентів – навчитися індивідуально здобувати, оновлювати, поповнювати знання, плідно використовувати їх під час навчання та в подальшій професійній діяльності.

Самостійна робота студентів базується на принципах розвиваючого навчання, відбувається без безпосередньої участі викладача, але під його керівництвом. У процесі самостійної роботи реалізується основна функція навчального процесу – одержання студентом максимального обсягу знань, їх закріплення і перетворення у стійкі вміння і навички.

Самостійна робота стає ефективнішою якщо в ній братиме участь група студентів. Групова робота підсилює мотивацію та інтелектуальну активність, підвищує ефективність пізнавальної діяльності студентів завдяки взаємному контролю, посилює позитивну конкуренцію. Групову форму самостійної роботи доцільно практикувати під час аудиторних занять – семінарів, колоквіумів, оперативних опитувань, співбесід – що і передбачено у навчально-методичній розробці.

Для отримання позитивної оцінки студент повинен не просто продемонструвати володіння певним обсягом знань, а й уміти розв'язувати наукові проблеми, аналізувати і систематизувати їх, знаходити оригінальні рішення на підставі самостійно здобутої інформації, формулювати і відстоювати власну точку зору.

У методичному виданні наведено найбільш ефективні форми самостійної та аудиторної роботи студентів, запропоновано орієнтовні завдання (теми рефератів, есе, доповідей, навчальних дискусій), зібрано практичні завдання, які ілюструють використання теоретичних знань на практиці, а також проблемні і творчі питання, що можуть виконуватися майбутніми філологами-перекладачами при вивченні курсу “Основи іншомовної риторики”.

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Topic 1. Verbal rhetoric. Persuasion in Action

Task 1: Suggest a persuasive example

Task introduction:

Rhetoric is the art of communication, both in written and visual form. Speakers use rhetoric to sway an audience; advertisers use rhetoric to sell products; television show directors and filmmakers use rhetoric to stage messages; basically, rhetoric is everywhere! The purpose of rhetoric is to use one or a combination of ethos, pathos, and logos (or credibility, emotion, and logic) to craft a verbal or visual message to an intended audience.

Verbal Rhetoric:

Verbal rhetoric is the choice of or omission of words to convey a desired meaning. Writers and speakers use language to create an outcome. Emphasis of words and omission of words are two strategies in creating a rhetorical message.

Task- recommendation scheme:

Sources : Bring in some example of an attempt at persuasion, i.e., an example of rhetoric in everyday life. It could be an advertisement, a speech, something a friend said, a newspaper article, part of a lecture, an image, etc.

Task questions for analysis:

1. What distinguishes this attempt to persuade from other objects that share the same medium? (For example, what makes this image/text persuasive while some other images/texts serve a non-persuasive end?)
2. How does it go about its attempt at persuasion? To what extent does it succeed? What difference does its medium make?
3. Does it exert some influence or have some effect that is not a matter of persuasion?

The idea is not to answer each of these questions, but to approach your example critically, to have thought about what it means that this thing is (trying to be) a persuasive thing.

Be prepared to present your example and analysis of it to the class.

Topic 2. Verbal rhetoric. Rhetoric and Truth

Task 2: Writing a persuasive essay on “Rhetoric and truth” or “Rhetoric and honesty”

Task- recommendation scheme:

Within the general subject matter of rhetoric and truth, you are free to choose any topic. You might consider the relationship between rhetoric and honesty. You might ask whether rhetoric has any influence over truth, or whether the influence only goes the other direction. Is a speaker who has truth on her side necessarily better off rhetorically than one who speaks against the truth? Under what circumstances is it rhetorically effective to bend the truth, and how should this be done? This short list only begins to suggest topics you could consider.

Whatever topic you choose, it will likely be important to offer thoughtful analysis of the meanings of your central terms. In fact, Plato suggests that such definitional work is the bulk of any critical argument. Dictionary definitions are usually unhelpful; rather, you should draw upon your own intuitions and the ideas of experts to develop for your reader a sense of what, for example, truth is.

Sources: This is not primarily a research paper, and you should not devote many words to explicating the ideas or opinions of others. The most difficult aspect of this assignment is finding something worth saying, something that a reader will find challenging and engaging. Nevertheless, it is often very helpful to both reader and writer to engage with the written ideas and opinions of

others who address related subject matters. On rhetoric and truth, Plato's two dialogues, *Phaedrus* and *Gorgias* are both relevant, as is Aristotle's *Rhetoric*.

Feel free to use these sources in your essay, but bear in mind that your job is to demonstrate original thinking in your writing. Summarizing the ideas of others does not constitute a critical essay. Moreover, just because an expert has made a claim does not mean that you can take that claim's truth for granted. Even if you cite expert opinion in defense of some claim, you must still examine the bases for that claim and reveal the presuppositions made by that expert in arriving at that position.

Evaluation criteria:

Successful essays will offer original commentary on their chosen topic, showing that the topic is sufficiently complex as to be worth thinking about. Such essays will support their points with careful argument that elucidates a critical thought process. The various ideas in a successful essay must be tied together effectively, examining the subject matter in progressively greater depth as the essay proceeds. The conclusion will not reiterate the introduction, but will show that some intellectual distance has been traveled in the course of the essay.

Unsuccessful essays will suffer from a lack of clarity, poorly constructed prose, wordiness, or clumsiness. Potential failings related to the arguments include a lack of originality, failure to critically examine one's own arguments, overly dogmatic claims, a topic that has no inherent interest or controversy, a general lack of complexity, or claims that however logically defended are not intuitively plausible or ethically conscionable. Finally, an essay might fall short if it is poorly organized, if the ideas do not fit together coherently, or if it doesn't make any progress from start to finish.

Topic 3. Verbal rhetoric. *Phaedrus* by Plato (a dialogue)

Instruction to the task 3:

You have been divided into groups of (at least) three. Each group is responsible for answering all of the following questions. Though you can certainly divide the questions among the individuals in your group, you should discuss these answers as a group before class, so that any of you is prepared to answer any of the questions. The written response to each of the three sections should be about two paragraphs, no more than one double-spaced page.

Task topics and questions for analysis:

1. Plato writes in this peculiar form, a dialog with more than one character. What impact does this have on the strength of his arguments and what impact on the nature of his project?
2. Plato writes three speeches on love. What is the point of having three speeches, what lesson do we learn from this multiplicity of speeches? In the speech Plato seems most committed to, Socrates outlines a theory about how souls are like horses and riders, galloping around the universe. Does this image have any power over us modern readers? Why or why not?
3. Plato argues that the ultimate rhetoric is that rhetoric inscribed on the soul of a man. What does this mean, and do you buy it?

A conclusive task:

Finally, each group should find one argument in Plato's dialog that seems effective and one that does not seem effective. Be prepared to offer these examples in class and discuss why they were or were not effective arguments.

Topic 4. Verbal rhetoric. Delivering a stump speech.

Instruction to the task:

Prepare and deliver a speech, *no more than four minutes long*, in which you attempt to influence your audience's behavior at the voting booth. This could mean a number of different things, and you are free to choose among them. Most straightforwardly, you might urge your audience to vote for a particular candidate or party. If you choose, you can deliver the speech as though you *are* the candidate in question, or a close associate, or you can just be you. Instead of trying to earn votes for a candidate, you could argue for the importance of a particular issue, urging conclusions about how that issue should influence voting. At bottom, the idea is to exert an influence over the voters, to push people to vote in a particular direction.

Research notes: Though this assignment does not require research, it is often persuasive to bring facts to bear in your case. In their stump speeches, candidates running for president frequently cite statistics or give concrete examples both to evince their claims and to augment the impact of their words with vivid stories or heart-rending anecdotes. If such evidence would help to give your speech additional power, make sure to do the necessary research, which probably won't be much. Assume you are speaking to an audience of intelligent skeptics, who will not choose to agree unless you give them compelling reasons. At the same time, be careful to help your audience to see the big picture, rather than getting lost in lots of interesting but "small" details.

Evaluation criteria:

You will be judged on both the form and content of your speech. Formal elements include your pace, tone of voice, gestures, eye contact, stance, fluidity, and your general charisma or bearing. Your speech should be dynamic and spirited, with a sense of conviction, expertise, and affability. (You will not be judged on the quality of your attire, so feel free to wear what you would wear to class any other day. On the other hand, the t-shirt with mold growing under the armpits can't help but give a certain impression.) Elements of content include the quality and originality of your ideas, the structure of your speech, your sensitivity to your audience, your choice of words and sentence structures, your use of compelling imagery, examples, and rhetorical tropes, and the cumulative force of your argument. Bear in mind that while images, analogies, anaphora, litotes, alliteration, and other rhetorical techniques can greatly enhance the power of a speech, these techniques must be appropriate to the context rather than contrived. You are often better off saying something in the most straightforward way possible, rather than risking the confusion of a metaphor that doesn't quite work.

Format: After your four-minute presentation, there will be some time for brief questions from the audience to which you are expected to respond intelligently and compellingly. Following the question-and-answer session, we will critique your speech as a group. Throughout your presentation, including the question period, you are advised to maintain a professional demeanor, though this does not mean that you must be formal or stiff. The point is to take your role seriously, to believe for those few minutes that you have the opportunity to exert an influence over a significant audience of voters.

The way of presenting a stump speech: You can read, speak from notes, or deliver your talk from memory, but know that the most effective speeches have at least the appearance of a certain spontaneity. A speaker who reads verbatim from a sheet of paper invites doubt as to her sincerity. Whatever method you choose, you would be well advised to practice, probably a few times, to avoid stumbling during your presentation and to ensure that your speech fits in the allotted four minutes.

Topic 5. Verbal rhetoric. Rhetorical analysis of political speeches.

Task 5 explanation:

This essay assignment asks you to perform a rhetorical analysis. Choose a speech given by a U.S. president or candidate for president and analyze it, discussing its rhetorical dimensions, their intended and unintentional functions, and their efficacy.

Task requirements:

The greatest challenge of this essay is to find a thesis that will motivate your rhetorical analysis. Your paper should *not be a list* of the rhetorical devices employed in the text under analysis, nor will it be adequate to show that the speech (or other object) has some *effective rhetoric* and some *ineffective rhetoric*. Rather, your essay must develop an insight into its topic, a discovery that sheds new light on the rhetorical object and on rhetoric itself. Your essay must teach its readers something about the speech and the nature of rhetoric, something challenging or subtle that they would not have known themselves after looking at the same object.

Sample explanation:

For instance, you might notice that Bush provides much more detail about evil than about good in one of his campaign speeches. Your essay could offer a theory to explain this imbalance in terms of his personality or speech writers or campaign strategy or audience, and then support that theory by analyzing the specific rhetoric of the speech.

Sources :

Speeches can be found in newspapers and on the web, in text, video, and audio formats. You may choose any of these formats to analyze. You are also encouraged to seek out video or audio speeches and to consider the appearance and sound of the speaker. Please make sure that your essay indicates just what object you are analyzing, and provides adequate citation information for your reader to find the same object. You may include the complete text of the speech or other object you choose to analyze as an attachment with your draft, but nevertheless you should not assume that your reader has the text in front of her. There is no length requirement for this essay, but an effective rhetorical analysis as being around five pages.

Task purpose:

Your ***purpose*** is to offer an original and engaging insight into the rhetorical dimension of your object of analysis. While argument is not the main mode of this essay, a claim that is wholly obvious will not carry adequate motive to ensure the relevance and interest of your essay. This primary purpose or central insight of the essay suggests three secondary purposes: *to demonstrate something original about the nature of rhetoric, to show how this candidate or campaign employs rhetoric, and to evaluate the effectiveness of the rhetoric in promoting the desired message.*

Overview of rhetoric analysis (strategies) of the text:

Write a 4-page rhetorical analysis (analysis of the argument) of the assigned text. You will need to complete two different tasks: (1) summarize the text's argument and (2) explain how the text's argument is put together.

Summary specifics

In the summary section, you will need to first introduce the text you will be analyzing. Then you will summarize what the text argues, noting the central claims and key evidence.

Text analysis:

The analysis section of the paper should take up the majority of the 4 pages. Here you are trying to analyze and explain how the argument was put together (which rhetorical strategies it uses). How are those strategies meant to impact the reader? In other words, how do the strategies attempt to influence the reader's thoughts and feelings? How do the strategies relate to and support the overall argument?

You will need a thesis that identifies the argumentative strategies you will discuss. Here is a sample thesis: "Author X's argument is mainly dependent on emotional appeals, and he uses detailed description and narration to support those emotional appeals." For this thesis, you would then need to go on and explain and give examples of different emotional appeals that use description and narration from the text.

You need to decide which aspects of the argumentative strategy you want to focus on. It would be impossible for you to explain all of the argumentative features of a text in 2-3 pages, so focus on the strategies that are most interesting or obvious to you, or that you think are most important to the success of the argument. You could explain the author's use of any one of the following rhetorical strategies and concepts:

Rhetorical strategies and concepts for analysis:

- 1.The types of argumentative modes being used: description, narrative, comparison and contrast, definition, evaluation, and so on;
- 2.The author's use of emotional appeals (pathos)
- 3.How the author establishes his or her credibility (ethos)
- 4.The how the text's logic (logos) works (is the logic dependent upon a definition or fact? is it dependent on a cause/effect relationship? a comparison and contrast? how does the logical reasoning work?)
- 5.How the author uses kairos.
- 6.Discuss what you think the text's most important or notable rhetorical features are.

Evaluation criteria:

Features of successful essays include:

- A clearly stated and provocative insight into your object of analysis,
- A thesis or problem that guides and motivates the entire essay,
- Organized and flowing paragraphs that dig progressively deeper into the central insight and the rhetoric under analysis,
- Appeals to sound logic, critical intuition, and defensible judgment,
- Original and insightful commentary that defends your position while respecting its complexity,
- Informative and fair summary or other means of presentation of the object of analysis, well integrated into the essay's flow,
- Careful selection of specific moments or elements of your object of analysis, such that you make an effective case for your central insight without deliberately ignoring or eliding aspects of the text under study,
- And clear, concise, accurate, correct prose with some memorable phrasings.

Features of unsuccessful essays include:

- Unclear, inaccurate, wordy, and/or incorrect prose,
- Dogmatic claims that are not critically examined,
- A central insight that is not especially insightful,

- Arguments that may be logical but that do not seem intuitively plausible or ethically conscionable,
- Choppy, haphazard organization, no organization, or paragraphs that constitute a list of claims without a sense of progression,
- An essay that could be written for a high school class in terms of sophistication of thought or language.

Topic 6: International Cultural and Political Diversity.

Topic 6 aim : It is desirable to tolerate a heterogeneity of political regimes and cultural values, even when that heterogeneity makes it more likely that democratic institutions will be attacked from without.

Consider these three cases:

Case 1: In Afghanistan, an oppressive regime treated its citizenry brutally and sheltered groups who trained and planned to commit murderous acts of terror.

Case analysis: Should the United States have tolerated this regime or was our overthrow of this government justified? What if the Taliban had been democratically elected but had still behaved brutally? What if the Afghani government had been oppressive and brutal but had not been harboring terrorist organizations?

Case 2: Iraq provides a second test case. Saddam Hussein was undeniably brutal but also (we now know) demonstrably weak, at least as far as his ability to wage war and commit atrocities in other countries. Nevertheless, he was ideologically committed to the destruction of the United States, Israel, and many democratic institutions, and his leadership of a large country helped to promote his values and spread them around the world.

Case analysis: Was our invasion of Iraq and ouster of Saddam Hussein justified? Would it have been justified if he had been building weapons of mass destruction? Would it have been justified had he been an ideological supporter of Al Qaeda? This was a regime whose worldview was not only incompatible with ours, but whose express goals include the destruction of our way of life. Should we tolerate such a regime in the name of heterogeneity, or are we better off imposing our own view of what's best?

Case 3: Finally, there is the example of Saudi Arabia, a country in which Islamic orthodoxy is dominant and inscribed in the laws of the land. This country too is committed, at least implicitly, to the destruction of our way of life, but seems less supportive of radically violent means of achieving this change. Our administration maintains personal ties to the leaders of Saudi Arabia, but the ideological differences are dramatic and irreconcilable.

Case analysis: Should we impose a democratic order on Saudi Arabia, ensuring the rights of women and protecting its population from what we consider to be unreasonable restrictions on their freedom? Or should we tolerate what we might regard as a morally reprehensible situation in the name of freedom of choice and heterogeneity?

Case 4: In the United States, individual freedom is protected, including even the freedom to speak and act against the interests of the government and other institutions that uphold democracy. Though this freedom is not unbounded, it is believed that US citizens have a right to hold and express views at odds with the views of our Constitution and other representatives of cultural and political authority. There are many reasons that USA supports this right to freedom of thought, expression, and action, but one of them is belief that a free society encourages innovation and experimentation. That is, they want to guarantee the right to complain about the government partly

because they want to make sure that the government changes when such change is warranted. Furthermore, this freedom makes it more difficult for the government to oppress its citizens; the freedom of the population is a check on the actions of the government.

Case analysis: In some sense, this topic is asking you to consider whether this principle should hold in the world at large, applied to other countries and cultures rather than to individuals.

Topic 7: The Micropolitics of Everyday Objects (a speech delivery).

Task explanation 7 :

Prepare and deliver a speech, *no more than six minutes long*, in which you present the micropolitical dimension of an object or phenomenon that is not normally thought of as political. In terms of content, the speech should have three things: (1) a vivid and intriguing description of the object, (2) a detailed analysis of the political dimension of that object, and (3) a persuasive argument about how we should behave with respect to that object, given its political aspect. 4) This is not primarily a research assignment. Though you may want to do some research to be able to indicate connections between your mundane object and the larger world, or to be able to cite surprising and little known facts about your object (or phenomenon), these will not be the focus of your speech. Rather, your speech will show that you have thought a lot about your chosen object, discovered aspects of it that your audience will not have thought of before.

Task purpose: The bottom line here is to help your audience understand the way in which their actions and choices in the world really matter. The hard part of this speech is to make a genuine connection between the ordinary and the political. *Note:* to call something *political* is not necessarily to connect it to the government or the election process. Rather, a political dimension of an object is a way in which it takes on a value above its mundane role in our lives.

Evaluation criteria:

You will be judged on both the form and content of your speech. Formal elements include your pace, tone of voice, gestures, eye contact, stance, fluidity, and your general charisma or bearing. (You will not be judged on the quality of your attire, so feel free to wear what you would wear to class any other day.) Elements of content include the quality and originality of your ideas, the structure of your speech, your sensitivity to your audience, your choice of words and sentence structures, your use of compelling imagery, examples, and rhetorical tropes, and the cumulative force of your insight. Bear in mind that while *images, analogies, anaphora, litotes, alliteration*, and other rhetorical techniques can greatly enhance the power of a speech, these techniques must be appropriate to the context rather than contrived. You are usually better off saying something in the most straightforward way possible, rather than risking the confusion of a metaphor that doesn't quite work.

Note: As this speech will be given in pairs, some part of the grade (which will be the same for both members of the team) will be devoted to the way in which you divide the speech between the two of you. Creativity will be rewarded, but so will sensible ways of splitting your task up. It may make sense for the topic itself to suggest a means of working out your division of labor.

Presentation requirements: This time, please do not read, though you may use notes. Also, please *practice* prior to your speech, not only to make it go more smoothly, but also so that you can be more certain of remaining within the allotted time frame of *six minutes*.

Topic 8. Rhetoric of Technology.

Task explanation 8:

Write an essay in which you analyze the meaning of some technology, looking especially at *the rhetoric surrounding that technology*. Choose some technology (current, future, recent, or archaic), find a number of examples of rhetoric relating to that technology, and produce an essay in which you discover the meanings of that technology in the rhetoric surrounding it.

Task instructions:

(1)The challenge of this essay, as usual, will be finding something worth saying about the rhetoric of your chosen technology, something to tie together all of your interesting analysis into a motivated essay. While you may have something in mind at the start of your writing process, it is often a good idea to allow yourself to write freely about your topic, generating ideas in a forum unconstrained by a preconception of a thesis. Then, take the most interesting few ideas at which you arrive, and weave them together into a consistently probing, progressive essay.

(2)This assignment requires at least some research, to find examples of the rhetoric of your chosen technology. You are also encouraged to consult secondary sources that analyze your chosen technology or its rhetoric, and to make use of these sources (with appropriate citations, of course) in your essay. However, “secondary” research is not essential. Though you may end up wanting to do a fair amount of research, be certain that your essay is mostly a presentation of your own original analysis and ideas.

Task purpose:

Your *purpose* is to offer an original and engaging insight into the rhetoric surrounding a technology. It may be of particular interest to contrast the rhetoric of the technology with the actual effects of the technology, and this could constitute an excellent essay. Or it may turn out that the technology lives up to its rhetoric. In either case, your analysis should engage substantially with rhetoric, with the way that the technology is represented in advertising, technical papers, popular stories, journalism, etc.

Features of successful essays include:

- A clearly stated and provocative insight into your object of analysis, a thesis or problem that guides and motivates the entire essay,
- Organized and flowing paragraphs that dig progressively deeper into the central insight and the rhetoric under analysis,
- Appeals to sound logic, critical intuition, and defensible judgment,
- Original, engaging commentary that defends your position while respecting its complexity,
- Informative and fair summary or other means of presentation of the object of analysis, well integrated into the essay’s flow,
- Careful selection of specific moments or elements of your object of analysis, such that you make an effective case for your central insight without deliberately ignoring or eliding aspects of the text under study,
- And clear, concise, accurate, correct prose with some memorable phrasings.

Features of unsuccessful essays include:

- Unclear, inaccurate, wordy, and/or incorrect prose,
- Dogmatic claims that are not critically examined,
- A central insight that is not especially insightful,
- Arguments that may be logical but that do not seem intuitively plausible or ethically conscionable,

- Choppy, haphazard organization, no organization, or paragraphs that constitute a list of claims without a sense of progression,
- An essay that could be written for a high school class in terms of sophistication of thought or language.

Topic 9. Open Topic Persuasive Speech (a persuasive speech delivery).

Task explanation 9: Prepare and deliver an extemporaneous speech, *no more than five minutes long*, on a topic of your choosing. The only stipulation regarding content is that it must be a persuasive speech, an attempt to influence the convictions of your audience.

Content requirements (guidelines): The choice of topic is open. Though your speech must have real substance, thoughtful argument, and a genuine attempt at persuasion, the topic might still be humorous, hypothetical, or narrow. You need not be grave nor must your topic be severe. Without restricting your choice of topic, the nature of the assignment does suggest a number of guidelines. Your topic should be appropriate to the audience. Your topic should allow a thorough engagement within the time limit. Your topic should be motivated, which is to say, it should concern an issue that has or should have a value to your audience. As in a good essay, your speech should make an original and contentious claim, which it supports through critical, thoughtful analysis and appropriate use of evidence. Good speeches will generally have an introduction that clarifies the topic and establishes a common ground with the audience, as well as a conclusion that not only reiterates, summarizes, and closes, but also points onward toward farther reaching conclusions. Effective speeches tend to refer in the body of the argument to the central point; don't forget to speak to your audience, keeping in mind that we are not as well versed in the details of your analysis as are you.

Grading point:

Your grade will be evaluated based on both content and form. Presentation is crucially important, and you will be rewarded for an effective use of rhetorical techniques, good intonation, pacing, body language, and other formal aspects of your delivery. But clever wording or entertaining antics cannot substitute for having something to say, and the content of your persuasive speech is paramount in the determination of your grade.

Format requirements:

The speech should be no longer than five minutes. When the speech is over, there will be five minutes for questions and comments from the audience. Speakers who exceed the allotted five minutes will have less time for commentary from the audience, as each speaker will have the floor for only ten minutes. *This speech is extemporaneous*, which means you are not allowed to read the speech verbatim. You may read, if you choose to, the introduction and conclusion of your speech. But the body of the speech should be delivered from memory or from note cards or an outline. You will be penalized significantly if you read your whole speech.

Writing Frame Beginning Welcoming Using friendly 'joining' phrases

My friends

Comrades

Brothers and sisters

Fellow pupils

Classmates

Colleagues

Establish theme

I have a dream...

I believe that one day soon...

It won't be long before

My parents told me...

I have a vision of the future...

Emphasise the bad

The world we live in is a bad place

Every day we have to put up with

We all hate the...

Have you seen the way we are treated

Describe the changes

What sort of world do we want?...

What would it be like to....

Next year...

Next time....

In the future we...

A golden time is ahead...

Ending Call to action

And so I say to you brothers and sisters...

Its time for us to....

When you leave here you must.....

Topic 10. Rhetorical analysis of written texts.

Task introduction 10

*The goal of a rhetorical analysis is to explain **what** is happening in the text, **why** the author might have chosen to use a particular move or set of rhetorical moves, and **how** those choices might affect*

the audience. The text you analyze might be explanatory, although there will be aspects of argument because you must negotiate with what the author is trying to do and what you think the author is doing.

Assignment Part 1:

Suggested topics on *Growth Mindset* :

1. Dweck, Carol. "Brainology." *National Association of Independent Schools*.
2. Hilton, Adriel. "Scholar Calls Growth Mindset a 'Cancerous' Idea, In Isolation." Nov 16, 2017.
3. Kohn, Alfie. "The Perils of 'Growth Mindset' Education: Why we're trying to fix our kids when we should be fixing the system." 16 August 2015.

Step 1: Read the Text

The first element of rhetorical analysis is simply reading and summarizing the text. You have to be able to describe the basics of the author's thesis and main points before you can begin to analyze it. The idea is to make detailed notes about both the meaning and the rhetorical techniques used in the article/speech.

Textual analysing points:

1. Use active/critical reading strategies to produce accurate, concise summaries of college level/academic texts.
2. Synthesize researched material from multiple texts to create and support an argument in response to a prompt. Draw direct evidence from texts in support of claims and analyze how that evidence supports the claim.
3. Utilize the various phases in the writing process—prewriting, writing revision, and proofreading—to produce clear, articulate, well-supported, well-organized essays.
4. Avoid plagiarism by properly citing quoted, summarized, and paraphrased material.

Assignment Part 2:

Task explanation:

Compose an essay, between 900-1200 words in length (about 4 pages NOT counting the Works Cited page), which answers the following question:

Task title:

Is the idea of growth mindset the most effective/important way to improve our education system and student success?

Specific requirements to essay writing:

- Your essay must include your argument about growth mindset. You can argue that growth mindset is the most important factor in improving student success (taking Dweck’s side) or you can argue that there are other factors that are more important than growth mindset (taking from either Hilton or Kohn). That means you need a thesis that states your answer to the above question and topic sentences that give reasons for your answer. You also need **support** for your argument in the form of cited material and personal experience.
- Your thesis may look something like this:
 - “The idea of growth mindset is the most important aspect of improving our education system because....(3 reasons you think so). **OR**
 - “The idea of growth mindset is not the most important aspect of improving our education system because we need to consider..... (think of what you find more important, probably from the Hilton and Kohn articles).
- You are required to cite both personal experience and the texts discussed.
- Your body paragraphs should be formatted as *PIEIE paragraphs*. Your P should be a topic sentence (reason) in your own words, your I should be personal examples or quotes from the articles and your E should be explanations/analysis that connect back to the thesis.

Topic 11. Rhetorical language in literature (rhetorical analysis of literary works).

An explanatory note (1):

The Purpose of a Literary Analysis:

A literary analysis is not merely a summary of a literary work. Instead, it is an argument about the work that expresses a writer’s personal perspective, interpretation, judgment, or critical evaluation of the work. This is accomplished by examining the literary devices, word choices, or writing structures the author uses within the work. The purpose of a literary analysis is to demonstrate why the author used specific ideas, word choices, or writing structures to convey his or her message.

An explanatory note (2):

How to Create a Literary Analysis :

1. Read the text closely several times. Focus on the ideas that are being presented. Think about the characters’ development and the author’s writing technique. What might be considered interesting, unusual, or important?

2. Brainstorm a list of potential topics. Highlight important passages in the text and take notes on these passages. Later, when writing the paper, these notes should help a writer to remember which aspects of the story caught his/her attention. The topic chosen should always be based on a writer’s interpretation of the author’s message. Here are some things a writer may want to consider when brainstorming for a literary analysis.

An explanatory note (3):

Think about what the author is trying to say. Why is this important? When viewing this work as a piece of art, what might a writer’s response be? What might a writer’s reactions be to the ideas presented in the work? Are these ideas truthful or relevant to today and how? If a writer were asked what they thought of this work how might they respond? What points might a writer make?”

Select a topic that has sufficient supporting evidence. A writer should make sure to include specific details to support the topic. Use highlighted sections of the book as evidence to support the topic that has been chosen.

Task explanation:

Great writing isn't just about beautiful language and well-formed characters (although those are important too). Writers who are considered to be great use rhetorical language throughout their novels to convince their audience to support a character, trick readers into believing in an outcome (known as a red herring) or make a larger point about the world around us.

Choose your own issue for your literary analysis of a novel, or use one of the following prompts:

Workplace

Think of a novel in which the main character's profession is integral to the story. What is the author trying to tell you about the character through the character's profession? How would the story change if you put the character in another, very different profession? Write a literary analysis explaining what the character's work says about him or her. Present your analysis to a group of career-minded students.

School

Select a novel that centers around events at a school. Write a literary analysis explaining how the setting affects the tone and the point of view of the story. Share your analysis with fellow students.

Psychology

Select a character such as Huck Finn, Reverend Dimmesdale from *The Scarlet Letter*, or another character from a novel you know. List in chronological order the actions of the character. What do the actions reveal about the character? Do the character's actions fit together, or do they contradict each other? Write an analysis of the character; be sure to include paraphrases or quotations from the text to support your analysis. Present your findings to a group of students interested in psychology.

Science

Physicists think of time as a fourth dimension, coloring how we perceive the world around us. Similarly, the way time is manipulated in novels affects our perceptions of the present moment of the story. Think of a novel in which time is manipulated: Scenes may be rushed or elongated (for example, an entire novel that takes place over the course of a few hours or a battle scene that seems to flash by in mere moments), or the writer may use flashbacks to take us back in time. Write a literary analysis about how time is manipulated in a novel. Present your findings to a group of students interested in science.

History

Most novels are set in specific places and historical periods that are central to the theme of the novel—for example, *The Red Badge of Courage*, *The Grapes of Wrath*, and countless others. Select a novel that is set in a historical period familiar to you. Identify the important historical details that the writer includes to bring the novel to life, and write a literary analysis explaining how those details relate to the theme. Present your analysis to group of students interested in history.

Suggested literary works for rhetorical analysis:

- 1. A Modest Proposal by Jonathan Swift.**
- 2. The Catcher in the Rye by J.D.Salinger.**
- 3. A Tale of Two Cities by Charles Dickens.**
- 4. Harlem by Langston Hughes.**
- 5. Paradise Lost by John Milton.**
- 6. Death, be not Proud by John Donne.**
- 7. Crossing Brooklyn Ferry by Walt Whitman.**
- 8. William Shakespeare, *Merchant of Venice*.**
- 9. Emily Dickinson, "Because I could not stop for Death—".**
- 10. Toni Morrison, *Beloved*.**

Further Resources on Rhetoric analysis:

Thomas O. Sloane and Chaim Perelman wrote an interesting overview of rhetoric in literature for the Encyclopaedia Britannica.

SpeakerHub published a great introduction to Cicero's five cannons of rhetoric and how using them can make you a more persuasive speaker.

Professors Stephen E. Lucas and Martin J. Medhurst compiled a great list of the 100 most significant American political speeches of the 20th century.

Common Rhetorical Devices for rhetorical analysis of literary works:

There are many rhetorical devices authors and speakers use to make their language more effective and persuasive. The following are some of the most common.

Alliteration

This refers to the repetition of consonant sounds, particularly at the beginning of a word, to add musicality and emphasis. For example, the children's tongue twister "Peter Piper picked a peck of pickled peppers" is alliterative as it utilizes the repetition of the letter *p* at the beginning of most of the words.

Antanagoge

This device occurs when a negative thing is balanced with a positive thing. For example, the phrase "April showers bring May flowers" is an antanagoge as it presents a negative thing, rain, in balance with a positive outcome, flowers.

Euphemism

This figure of speech substitutes a more pleasing phrase in place of an unpleasant or upsetting one. For example, people often say someone has passed on to indicate they died or, when discussing romantic breakups, they might say the couple parted ways.

Hyperbole

When people use hyperbole, they're making a deliberately exaggerated statement. Hyperboles aren't meant to be taken literally. Saying "I'm so hungry I could eat a horse" is hyperbolic. It's meant to convey intense hunger, but the speaker isn't actually suggesting they will eat an entire horse.

Litotes

Opposite of a hyperbole is litotes, a deliberate understatement that is frequently constructed using double negatives. Much like its counterpart, litotes is meant to draw attention to what's being discussed. If someone says "You're not going to hate it" about a new film, they're indicating that the film is enjoyable.

Onomatopoeia

This occurs when a word represents the sound it references. The famous "Snap, crackle, pop" tagline of Kellogg's Rice Krispies cereal is onomatopoeic; it references the sound the cereal makes when milk is poured over it. Words like *bang*, *crash*, *whir*, *ring*, *splash*, and *click* are all onomatopoeias.

Personification

This is a rhetorical device where something is given qualities of greater animation than it possesses. For example, James Wright uses personification in his poem "At the Slackening of the Tide" when he writes:

I bowed my head and heard the sea far off
Washing its hands.

In these lines, Wright attributes an act associated with humans—washing hands—to the sea.

Rhetorical Questions

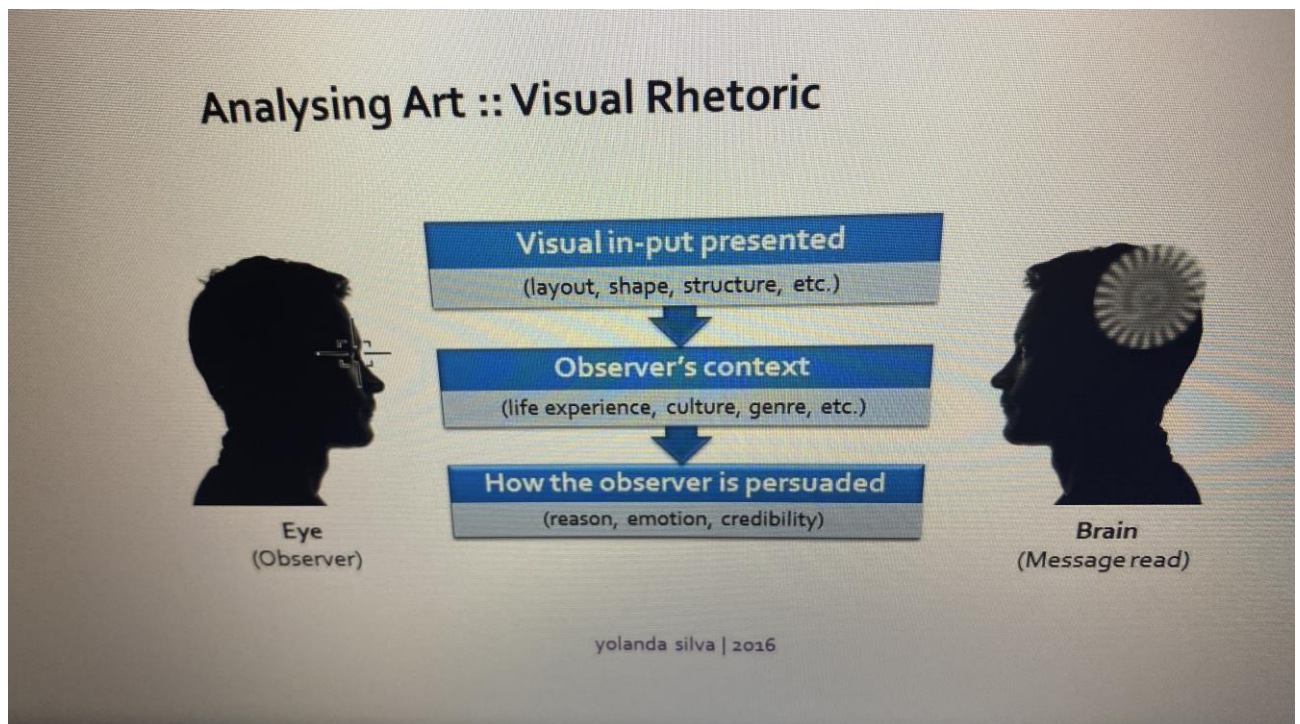
These questions are asked for effect or to emphasize a point rather than elicit an answer. People use rhetorical questions frequently in daily life. Often, when someone asks “Who knows?”, they aren’t expecting an answer. Instead, they’re emphasizing that no one knows.

Topic 12. A) Visual rhetoric. Image/Visual Analysis (written analysis).

Task introduction 12:

“The work is a symbol.”

This symbol was created by the artist, it has its own language, a rhetoric that seeks to convince us of an idea; that persuades or seduces us.



An explanatory note (1):

In this essay, you will choose *a movie poster to analyze rhetorically*, arguing for at least two of the rhetorical strategies outlined in the rhetorical triangle (ethos, logos, and pathos) used in the poster, and at least two additional visual rhetorical strategies. Put another way, you will be using two of the rhetorical strategies *to discuss at least three visual elements from the poster of your choice*. While you are free to choose a movie poster you feel would be interesting to discuss, you’ll also want to be certain that there is enough content to write about, and that you can identify at least two rhetorical features within it.

An explanatory note (2):

In addition to describing the rhetorical forces at play in your poster, you will have to choose at least *two other specific criteria* (the use of colour in a movie poster and lettering) you believe contribute and connect to the specific rhetorical strategies.

Rhetorical strategies analysis steps of a movie poster or an advert:

- Describe in detail the way your image uses at least three visual elements (fonts, colors, framing, etc.
- Choose at least two of the three rhetorical strategies (ethos, logos, pathos) you believe are vital to your interpretation of the image: What does the image mean to you? What visual elements back up this claim? How information is this image trying to communicate to you?
- Support your argument with concrete details from the image, explaining them to specifically point out features of the image that are vital to your interpretation.
- Properly cite your image, and include it in your document (you can either copy the image or provide a link to the image).

What do we mean by “Visual Elements”?

A visual element is any way the movie poster engages with you in a way that you can see. Look at your image more than once. Notice what catches your eye both immediately and after some time spent gazing. What stands out to you, and why? What turns a visual object into a communicative artifact--a symbol that communicates and can be studied as rhetoric--is the presence of three characteristics. . . . The image must be symbolic, involve human intervention, and be presented to an audience for the purpose of communicating with that audience. Here are some examples:

- *Text*
- *Language*
- *Color*
- *Background*
- *Content*
- *Actors*
- *Tagline*
- *Size*
- *Camera Angle*
- *Mood*
- *Shape*
- *Symbols*

When writing your essay, it may help to think of yourself as being in my shoes. Imagine you are trying to explain this image to a room full of people. How would you get them to see the image the same way you do? Your essay should make the point that, without analyzing these details, readers won't know exactly what choices were made to make the image “work” rhetorically. You will be pointing out the connection between rhetorical elements and visual elements.

Visual rhetoric is everywhere, and you would be hard-pressed to go even one day without seeing an example in one form or another.

Here are some of the places you might experience visual rhetoric:

- Marketing and advertising
- Political campaigns and marketing
- Company logos
- Business communications
- Fundraising campaigns
- Art and in the media
- Social media and photography filters
- Religious pamphlets

Questions to help you plan/think about your draft:

- Who is the intended audience for the image?
- What does the image mean to me personally?
- What other interpretations of the image could arise?
- What does my audience know about the context of the image, or other images it refers to or relies on?
- What are some visual elements used in it? (line, shape, color, value, form, texture, and space).

In order to conduct a proper visual rhetoric analysis, follow these steps:

- Write down absolutely everything you see in the ad or poster. Notice the colors, the objects, every possible detail.
- Determine the importance of the objects and pictures. Ask yourself why the advertiser chose to use that particular picture. How do you feel? What do you think?
- Consider the message. What is the overall goal? Do they want to inspire? Prevent something?
- Determine who the audience is – the rules of visual rhetoric can be changed based on who the author is speaking to. Different audiences will respond differently.

Written essay on visual analysis:

Here are some steps to take as you begin planning and prewriting for your visual analysis.

We have discussed how speakers and writers appeal to the audience's sense of ethos, logos, and pathos. Now, as we plan for our next project, consider how the visual images make or do not make such appeals to the viewers.

To truly analyze the image, you must look at it closely and think about every visual detail you see. However, a visual analysis does not simply record your observations. It also makes a claim about the work of art.

We begin by observing the image and write down your observations. Be precise. Consider the composition, colors, textures, size, space, and other visual and material attributes of the image. Go beyond your first impressions. This should take some time—allow your eye to absorb the image.

Here are questions to ask about each image as you begin to work on your analysis:

1. What is the general mood of the image? How does it evoke or create this mood? (If you say the image is patriotic, for example, does it create this mood by use of red, white, and blue imagery? Or do you see an American flag prominently placed?)
2. What is the primary focus/central subject of the image? Describe it in full detail from top to bottom.
3. If there are figures (men, women, children, animals) what are they like? What can be said about their facial expressions, poses, hairstyle, age, sex, hair color, ethnicity, education, occupation, relationships (of one to the other)?
4. What does the background tell us? Where is this taking place and what significance does this background have?
5. What action is taking place and what significance does it have?
6. How are the basic components or elements of the image arranged? Is it chaotic and cluttered or clean and modular?
7. What about other aesthetic decisions? If the image is a photograph, what kind of a shot is it? What significance do long shots, medium shots, close-up shots have? What about the lighting, use of color, angle of the shot?
8. If there is writing/typeface in an image, Where is it placed?
9. What typefaces are used and what impressions do they convey? What color is the font and what might that convey about the image?

What about the language used? Does it essentially provide information or does it try to generate some kind of emotional response? Or both? What techniques are used by the copywriter: humor, alliteration, definitions" of life, comparisons, sexual innuendo, and so on?

10. What sociological, political, economic or cultural attitudes are indirectly reflected in the image? An advertisement may be about a pair of blue jeans but it might, indirectly, reflect such matters as sexism, alienation, stereotyped thinking, conformism, generational conflict, loneliness, elitism, and so on.

B) Film analysis (a written essay).

Purpose:

A rhetorical analysis examines and explains how an author attempts to influence an audience. That is, rhetorical analyses use specific evidence from the text to establish a generalization (thesis) about the text's rhetoric (in short, how it persuades its audience by employing the **rhetorical appeals, using good reasons, constituting a fitting response, and using the available means** to reach an audience). As you plan and draft your analysis, think of a specific publication that your analysis could be featured in—but in any event, **have in mind a particular way of reaching your audience as you write.**

Directions:

Find a documentary/film that you deem to be interesting and that features issues related to the economy, poverty, gender and income distribution, class, or any other issue that you believe relates to American or global economic issues and policies in an important way. By "interesting," I mean that the film in question should have some sophistication about it: it should be tantalizing and potentially effective at reaching its audience. (There is no point in analyzing the obvious; pick something that makes an interesting argument that viewers might be resistant to.) No two students can choose the same film. Your analysis should not simply paraphrase or summarize the film. Assume you are writing for an audience that has already seen the film. **Your purpose is to provide a way of understanding how the film persuades its audience.**

There are a number of ways to approach writing this essay, however you are recommend to watch the whole film and then choose a scene (or a few) that you feel captures the most important aspects of the film. Remember, due to the length restrictions of the paper, you don't have time to discuss everything so must be strategically selective about which parts you choose to write about. No matter what you choose, you will have to have your choice approved along with your proposal for this essay.

Guidelines for task effective tasks completion:

Step 1. Choose a film. You will submit your top four choices (ranked) in a proposal where you will briefly describe your working thesis and how you might approach analyzing the film.

Step 2. Introduce the film and identify its basic claim/thesis.

Step 3. Then write an analysis that will help your readers understand how the film works to persuade its audience. Consider what type of argument it presents and how it goes about creating that argument. How does the film utilize music, set design, camera angles, etc. as tools to further develop a claim/thesis.

Step 4. Arrange the body of your paper so that the readers move through it in an orderly way.

Step 5. Throughout the body of your paper, use specific examples from your chosen film to support your claims.

Step 6. Conclude by making a judgment about the film's rhetorical effectiveness. **Invention:** These questions may help you as you plan and draft your analysis: **1.** Describe the circumstance – the historical situation, the issues at stake, the purpose of the argument – that make this memorable. **2.** Who is the target/intended audience? **3.** Pathos: What emotion does this argument generate? How does that emotion work to persuade you? **4.** Ethos: Does the writer have the authority to write on the subject? Are all claims qualified reasonably? Is evidence presented in full, not tailored to his/her own agenda? Are objections acknowledged? Are sources documented? **5.** Logos: What credible evidence is used to support this argument?

These questions are not meant to provide an outline for the paper; rather, they simply help you to think about the rhetorical aspects of the film.

Here is a list of possible choices for film analysis (visual rhetoric):

Consuming Kids: The Commercialization of Childhood- 2008, The Overspent American: Why We Want What We Do Not Need- 2004, In Debt We Trust: America Before the Bubble Bursts- 2006, Consumerism & the Limits to Imagination- 2014, Money for Nothing: Behind the Business of Pop Music- 2001, The New Economics 101- 2013, Default – The Student Loan Documentary- 2012, The Diamond Empire- 2004, Open Sesame: The Story of Seeds- 2014, Cola Conquest 2: How Coca-Cola Took Over the World- 2008, The War Around Us- 2013, Unnatural Causes- 2008, Blood and Oil: The Dangers & Consequences of America's Growing Dependence on Foreign Petroleum- 2008, Blind Spot: Peak Oil & The Coming Global Crisis- 2009, The Next American Revolution- 2013, Occupation 101: Voices of the Silenced Majority- 2013, Protection: Masculinity & Condom Use in Sub-Saharan Africa- 2013, No Logo: Brands Globalization Resistance- 2003, Advertising and The End of The World- 1997, The Billionaires' Tea Party: How Corporate America is Faking a Grassroots Revolution- 2011, Big Bucks, Big Pharma: Marketing Disease and Pushing Drugs- 2006, Behind the Screens: Hollywood Goes Hypercommercial- 2000, Shop 'Til You Drop – The Crisis of Consumerism- 2010, #ReGENERATION- 2012, Plunder – The Crime of our Time- 2010, Hijacking Catastrophe: 9/11, Fear & the Selling of the American Empire- 2006, People Like Us – Social Class in America- 1999, Mickey Mouse Monopoly: Disney, Childhood & Corporate Power- 2001

Topic 13. Cause and effect essay writing.

Task instructions 13:

Remember that “story starters” are everywhere. Think about it—status updates on social media websites can be a good place to start. You may have already started a “note” on Facebook, and now is your chance to develop that idea into a full narrative.

When drafting your essay:

1. Develop an enticing title.
2. Use the introduction to pull the reader into your thesis with a singular experience.
3. Develop an essay developed by analyzing causes *or* effects or the prompt.
4. Decide on something you care about so that the narration is a means of communicating an **idea**.
5. Avoid addressing the assignment directly. (Don't write “I am going to write about the causes and effects of _____” – this takes the fun out of reading the work!)
6. Think of things said at the moment your perspective on the topic became clear. Perhaps use a quote, or an interesting part of the experience that will grab the reader.
7. Let the story reflect your own voice. Is your voice serious? Humorous? Matter-of-fact?
8. Organize the essay in a way that may capture the reader, but don't string the reader along too much with “next, next, next.”

9. To avoid just telling what happens, make sure you take time to show significant details and reflect on why topic – and your experience with it – is significant.

Cause and Effect Essay Introduction

Structure :

The introductory paragraph of a cause and effect essay lays the foundation for the whole piece. It needs to be short but precise. Before getting to writing, you need to plan your paper and figure out what your argument is. This will help you to introduce your topic effectively. See what you can use to attract the attention of your audience, for example:

Statistics

As Mohsin (2020) reports, approximately half of the world population uses social media websites every day.

Quotation

As Malay Shah says, “social media sites create an illusion of connectivity.”

Rhetorical Question

Do social media platforms replace real life?

Once you are done with the hook, outline the general information about the topic and its context. Use this part to orient the readers in the discussed field and focus their attention on your argument. Last but not least, develop a good thesis statement at the end of the introductory paragraph. It should say something about the topic instead of simply announcing it. Use it as a base. Each claim you make should support the thesis statement. Once the paper is ready, check whether you have managed to do this.

Cause and Effect Essay Body Paragraph (Causes)

Typically, you will need to present several causes of the problem. It will show your teacher that you have analyzed the issue from different angles. You may single out one reason as the most important and discuss it first and move on to describing the secondary causes. Do not forget that each paragraph should be focused on one particular idea. Thus, each distinct cause should have a separate paragraph.

To introduce and develop your idea, use a traditional paragraph format:

Topic sentence

Evidence

Support

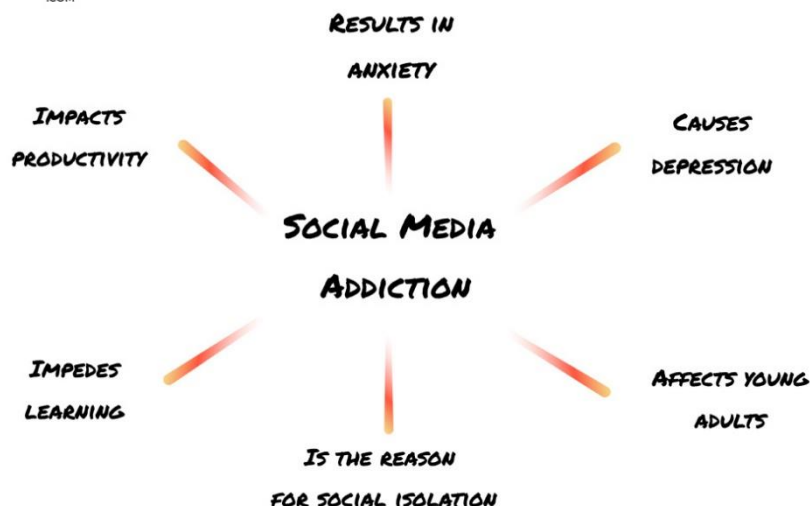
Concluding sentence

Such an organized structure is the key to effective writing. It allows the text to run smoothly and convey the idea effectively. It should be applied to present both causes and effects being discussed.

Cause and Effect Essay Body Paragraph (Effects)

When writing body paragraphs focused on effects, you need to make a logical connection to the already mentioned causes. Focus only on the direct consequences of the problem as your message needs to be clear to the audience. It will help you keep the claims coherent.

Introduce the effects you want to discuss in a topic sentence. It would be a good idea to conduct research and cite some reputable sources that will prove your point. Make sure you make the necessary comments to explain your evidence. It is crucial to add your own interpretation of the problem without simply paraphrasing someone's thoughts. For instance, see the example of the effects of social media addiction and note the expressions you can potentially use in your paper:



Cause and Effect Essay Conclusion

The conclusion is the final element of your cause and effect essay structure. You need to restate your thesis statement. However, do not copy it directly. The aim is to remind the reader of your argument. Look at the following examples to see what it means to restate your thesis.

Your thesis: “Children’s drawings are not just simple doodles; they show kids’ psychological state and concerns.”

Restatement: “Drawings that children create provide the insight into their emotional condition.”

Another important element of a concluding paragraph is the summary of the main points. Figure out what your main findings and claims are and compile them into a short paragraph. Such an essay is easier to read.

Suggested topics for cause and effect essay:

Choose one of the following questions, and answer it in an essay developed by analyzing causes *or* effects. The question you decide on should concern a topic you care about so that the examples are a means of communicating an **idea**; not an end in themselves.

PEOPLE AND THEIR BEHAVIOR

1. Why do people root for the underdog?
2. How does a person’s alcohol or drug dependency affect others in his or her family?

ART AND ENTERTAINMENT

1. Why do teenagers like rock music?
2. Why is a particular television show so popular?

CONTEMPORARY ISSUES

1. Why is a college education important?
2. Why do marriages between teenagers fail more often than marriages between people in other age groups?

EDUCATION

1. The best courses are the difficult ones.
2. Students at schools with enforced dress codes behave better than students at schools without such codes.

POLITICS AND SOCIAL ISSUES

1. Drug and alcohol addiction does not happen just to “bad” people.

MEDIA AND CULTURE

1. The Internet divides people instead of connecting them.
2. Good art can be ugly.
3. A craze or fad reveals something about the culture it arises in.
4. The best rock musicians treat social and political issues in their songs.

RULES FOR LIVING

1. Lying may be justified by the circumstances.
2. Friends are people you can't always trust.

Additional topics for essay writing:

Education Topics

What is the effect of online schooling on students' academic performances?

Do longer school days have a direct effect on the educational outcomes?

How do standardized tests influence the rate of dropouts?

How does the general grading system affect student motivation?

Why do the majority of students find learning so boring?

How does the adoption of technology influence the effectiveness of learning?

How do sports and extracurriculars affect students' academic outcomes?

The negative and positive influences of school uniforms

How does taking a gap year can affect a student's future success?

What are the effects of students learning fine arts in schools?

Social Media Topics

Why do humans spend lots of time on social media?

How does social media channels abuse affect family relationships?

What are the effects of social media channels on children's minds?

Why do social networks make us feel more lonely?

What are the primary effects of bullying on social media?

What are the effects of excessive online communication on people's social skills?

How do cell phones and social media affect teenagers?

What positive effects can social media have in the educational sphere?

What makes video-based social media channels like Instagram or Snapchat so popular?

Why do some social media channels lose popularity?

Social Occurrences Topics

The triggers and impacts of the Black Lives Matter movement on the global society

What are the main causes of police brutality?

What are the long-term effects of the global lockdown?

What are the key triggers and outcomes of the Coronavirus vaccination?

What are the causes and effects of the outbreak of the COVID-19 virus?

Discover the causal relationship of the natural disasters

What are the possible positive effects of SpaceX's Mars program?

The impact of lockdown on the rise in unemployment rates

What reasons are behind the mass strikes in Brazil?

The causes of ongoing social conflicts in India

History Topics

What are the ongoing effects of slavery on American society?

What are the main reasons and outcomes of the Civil War?

What was the grounding for the assassination of John F. Kennedy?

What were the key reasons for the Soviet Union collapse?

How were the citizens affected by the Cuban missile crisis?

What effects did the rise of Christianity have on the Roman Empire?

The main causes of the pact between Hitler and Stalin

What were the causes of the Arab Spring?

The causes and effects of the Salem witch trial

What were the effects of the Pearl Harbour attack?

Politics Topics

What has caused democracy to rise in the US?

What causes politicians to choose this field as their career?

What are the main effects of illegal immigration on the country and society?

What were the core reasons that drove the British colonialism strategy?

What are the positive effects of colonialism on the countries' development?

What has triggered the American Revolution?

What causes the rise in immigration rates?

What are the possible negative effects of drug legalization?

What are the effects of poor political leadership on the country and its economy?

What impact does the Obama Healthcare program have?

Topic 14. Media analysis. Rhetorical Analysis of Digital Texts.

Task explanation 14:

The analysis must have a subject, time, and place. It must have goals too. As you conduct it, part of your aim would be to discover specific issues. For starters, you would identify who said what. Secondly, you will know what somebody or a group of people said about a particular issue. Lastly, you would also know how all that was said. In summary, the analysis must have a:

- *Who*
- *What*
- *How*
- *When*
- *Where*

More importantly, you would also need to evaluate how your audience would receive or respond to the message based on your preferred type of media.

In this regard, media refers to the following:

1. *Newspapers*
2. *Magazines*
3. *Radio*
4. *Television*
5. *Internet*
6. *Press agencies*
7. *News reporting agencies*

Rhetorical Analysis of Digital Texts

The work of rhetorical analysis remains the same—we are still looking for the motivation behind the creation of a text and assessing how effective the rhetorical choices are. After all, as Burke notes,

“Wherever there is persuasion, there is rhetoric. And wherever there is “meaning,” there is “persuasion.” Food, eaten and digested, is not rhetorical. But in the meaning of food there is much rhetoric, the meaning being persuasive enough for the idea of food to be used, like the ideas of religion, as a rhetorical device for statesmen.”

Purpose

What is the purpose of the digital text? Here again, there might be many areas of crossover depending on what the text is. A person with a social media profile on Facebook, for example, might be posting pictures for family across the country, looking for new connections for their business, and campaigning for a particular political perspective.

For digital texts, you might consider the following questions about the context of the text, in addition to considering what the main point of the particular text is:

- Does it work to make money?
- To build community?
- To further a political cause?
- To recruit volunteers?
- To build the ethos of a company or organization?
- To empower users with information?
- Some strategic combination of these ends?

Step 1: Read the Text

Depending on form the digital text takes, the task of reading and summarizing the text could be very similar to either summarizing a written text or describing a visual text...or even both. However, digital texts take on additional layers, as they usually contain some level of interactivity. For example, in looking at a relatively simple version of a digital text, this textbook, the reader would have to look at, not only the text on the page, but the many embedded images, videos, and hyperlinks. They might also look at the attributions in each chapter, which would take them to other digital media.

Step 2: Define the Rhetorical Situation

Speaker

With new technologies and increased access, emerges the question of authorship. In “Who is the author?” Barthes (“The Author is Dead”) explored the issue of authorship by giving the power to understand and interpret texts to the reader. He speaks of a text’s author as its origin and the reader of a text as its destination. Barthes explains that the destination is where the text comes to life under the culture and experiences of the reader. But Barthes could not have imagined a World Wide Web, where the lines between author and reader are barely visible.

Today’s question of authorship deals with intellectual property right laws– the rights of authors to distribute, sell, and provide permission for use of their works. Sites, such as Wikipedia, further complicate this issue, as they are the result of a collaboration of many different authors, whose work blends together. Sometimes, we must dig several layers deep to find the original speaker. Depending on the context, such digging might be important...or not.

Occasion/Context

What is the context of the digital text? Was a social media post created in response to an event? Does a meme reflect a current controversy or fad? Is a website new, or has it been around for a long time? What is the topic or issue being addressed?

Audience

The audience of a digital text is often more complex than the audience for a speech or an article. This is because a digital text, like a website, might have multiple audiences. Think about the popular fitness company Beachbody. On their website, they must speak to their affiliates, their customers, and potential customers. Among these groups, there might even be further breakdowns in the demographics. For example, among their customers, they have multiple genders and age groups. In a situation like this, the speaker must be very skillful in reaching out to the various audiences without offending any of them.

Sometimes, a particular text might have an audience that is not intended. Think about “trolls” on a Facebook page. These are folks who are not the intended audience, but who, for whatever reason, have decided to join this page. Think about these questions: Who is the intended audience for the digital text? Who is the actual audience?

Think about how you might locate this information about the intended audience. For example, in a *YouTube* video, you can look at the poster’s profile to see who they think their audience is. Then you can look at the comments on the video to see who is actually watching the video.

Likewise, on a social media page, it can be instructive (and fascinating!) to look at who a person/business “thinks” is the audience and who is showing up to participate in their discussions.

Style

The style here is similar to how we would look at style for a visual argument. What you are looking at here is the format of the digital text. Is it a website? A meme? A social media page? Think about why the author chose to portray the message in this format. What are the ‘rules’ generally followed in that media? What are the benefits/drawbacks of communicating in this format?

Step 3: Identify Rhetorical Strategies

In the digital environment, it’s important to remember that there is usually an additional motivation for creating a text. In addition to portraying an argument, the speaker might be trying to increase his popularity on a social media site or to make money by selling products. Therefore, the rhetorical strategies used might have multiple layers of complexity.

In addition to considering rhetorical strategies and devices, you might also consider the efforts made to create community as part of the speaker’s ethos.

1. Alliteration

Alliteration uses repetition in the initial consonant sound of a word or word phrase. The consonant sound is repeated for most or all the words being used to convey a sense of lyricism. Here is an example:

Talking to Terri took too much time today.

2. Amplification

Amplification builds on a word, phrase or sentence, evoking a sense of urgency and intensity in the reader or listener. Take this example for instance:

They want a perfect house in a perfect neighborhood.

The repetitive use of 'perfect' in the example highlights the importance of finding the right home and place to live.

3. Anacoluthon

An anacoluthon is used to introduce a sudden change in ideas or sometimes seemingly unrelated topics in the middle of a sentence. This device is commonly used to add emphasis on the ideas or topics being expressed in a conversation. The following example from Shakespeare's *King Lear* showcases how you might use it in your communication.

"I will have such revenges on you both, that all the world shall—I will do such things, what they are, yet I know not."

Shakespeare's character interrupts himself in the middle of the sentence, almost seemingly into an unrelated topic. However, he is still speaking of revenge, but with the use of anacoluthon, the original idea is cut off, provoking the reader to guess at what the character may have been about to say.

4. Anadiplosis

This device uses the same word at the end of a sentence and the beginning of the next sentence. Used this way, the anadiplosis allows a chain of thought to carry through to the next idea, allowing your audience to follow along with the point you are presenting. Using a repetitive approach allows the listener to follow along the path of your ideas. Here is a famous example of anadiplosis as the character Yoda uses it in *Star Wars: The Empire Strikes Back*:

"Fear leads to anger. Anger leads to fear. Fear leads to suffering."

Using this strategy can help to put more emphasis on the ideas being conveyed, allowing your conversation to stress the importance of your ideas.

5. Antanagoge

An antanagoge uses a negative and positive statement in one. You can use this rhetorical device to present a problem and a subsequent solution. When used appropriately, this strategy can allow for a well-developed and persuasive approach to communication, whether in writing or everyday conversation. Consider the following, well-known example of antanagoge:

When life gives you lemons, make lemonade.

This quote conveys the negativity in having a bunch of lemons with its subsequent solution, making lemonade from all of it. Another example of common usage of the antanagoge device: *The house is old and worn, but it's clean and sturdy.* The device works here by presenting what could be considered a problem, and then providing a positive viewpoint (or solution) to the earlier negative statement. This can sometimes be a useful device in speeches.

6. Apophasis

This device works in a similar way as irony, where you might say something while denying it. You might use a common phrase such as *"I am not saying that..."* but then follow it up with a statement that you just mentioned you were not saying. Consider the following example to help highlight how this strategy works:

I'm not saying that it is your fault, but you were the one who broke the vase.

Here, the speaker is not overtly blaming the listener for breaking the vase but is saying that the listener caused it in some way.

7. Chiasmus

Chiasmus is a rhetorical technique where the speaker changes the order of the words or phrases in a sentence to invoke a sense of powerful emotion. This device works by allowing the listener to have an emotional thought response to what is being said. One of the most well-known and powerful examples of this rhetorical device can be heard in President John F. Kennedy's inaugural speech:

"Ask not what your country can do for you—ask what you can do for your country."

He used this device to provoke deep thought as well as to make a personal connection between the population and their roles within the American nation.

8. Euphemism

Euphemism is a rhetorical device that uses a pleasant phrase or saying to convey a more familiar or less pleasant one. Consider the following examples of euphemisms at work:

"Culturally deprived environment" can serve as a stand-in for *"slum"* or *"poor neighborhood."*

"Domestic engineering" can be used as a euphemism for *"house cleaning."*

"Genuine imitation leather" can serve as a euphemism for *"fake leather"* or *"vinyl."*

9. Hypophora

This rhetorical strategy is used when a writer or speaker asks a question and then immediately provides the answer. You might have already found yourself using this device when in conversation or other communication. Here is an example:

Why is it important to eat healthy foods? It is important because you can heal illness and build your immune system.

Unlike a rhetorical question, a hypophora wastes no time in providing a direct answer to a posed question.

10. Similes

These devices work by invoking a sense of comparison between two like subjects. [Similes](#) work to provide a comparable point-of-view to a well-known or familiar subject. Consider the following examples:

He was as hungry as a lion.

She was as quiet as a mouse.

The children were as loud as a pack of wild dogs.

The use of rhetorical devices can serve to add animation to your conversations, and when you apply the use of strategies like these, you may also develop different approaches to your communication.

- How does the text work to build community?
- Why has each particular aspect been chosen?
- How well does each particular design and copy choice serve to meet the site's overall rhetorical goals?
- An excellent site will capitalize on the medium to maximize its rhetorical potential with respect to targeted users.

Just as in the analysis of visual texts, the analysis of design is also important:

- Does the website's design (consider layout, use of white space, accessibility to information, use of graphics vs text, colors, fonts, etc.) contribute to the argument?

Step 4: Connect the Text to the Rhetorical Decisions

Finally, connect the text to the rhetorical decisions made. Is the speaker's purpose served by the rhetorical choices made?

Rhetorical Analysis Worksheet

Instructions:

This worksheet can be used in two ways. First, you can use the worksheet to help you think through a rhetorical analysis of a text. Second, you can use the worksheet to help you think through your own rhetorical choices as you compose an essay. Simply answer the questions in the worksheet and then export your answers.

Step 1: Read the text.

After carefully reading the text, write a brief summary here that includes the author's main argument. If the text is a visual or digital text, you might consider including a description of the text.



Step 2: Define the Rhetorical Situation (SOAPs)

Who is the Speaker of the text? (If you are writing the text, you are the speaker.)

Occasion for the text. What is the event that inspired the creation of this text? What issue is the text about?

Who is the audience of the text?

What is the purpose of the text? What is the argument being made?

Style: What format is the text? Why is this important? Is the style the best way to get the information across?

Step 3: Identify Rhetorical Strategies

Ethos: What ethical appeals are used in the text? How does the speaker create trust with the audience? (If you are thinking through your own composition, think about what ethos appeals might be effective in your argument.)

Pathos: What appeals to emotion are used in the text? How does the speaker create an emotional connection for the audience? (If you are thinking through your own composition, think about what pathos appeals might be effective in your argument.)

Logos: What logical appeals are being used in this text? How does the author use logic to support the argument? (If you are thinking through your own composition, think about what logos appeals might be effective in your argument.)

Kairos: What kairotic appeals are being used in this text? Is the text timely? How does it address an issue in a timely way? (If you are thinking through your own composition, think about what kairos appeals might be effective in your argument.)

Give some examples of rhetorical devices used in the text. What is the effect of those devices? ((If you are thinking through your own composition, think about what rhetorical devices you could use to make your tone more clear and effective.)

Step 4: Connect the Rhetorical choices made in the text to the purpose.

Take some time to think through whether or not the text is effective in portraying the speaker's message. Do the rhetorical choices used effectively persuade the audience of the author's purpose?



Source Requirement:

- You must use at least five articles/stories covering the same story as it evolves over a week or as it is presented within the first 24 hours of the event's occurrence. All of the articles must have been published in the last 12 months.
- At least one of your articles must be from a source outside the U.S., written in English. (To find English language newspapers from around the globe, go to Arts and Letters Daily (www.aldaily.com) and click on Newspapers on the upper lefthand column.
- One of the five texts you evaluate may be a television news broadcast or a radio news broadcast.
- One of the five texts you evaluate may be an opinion piece/commentary. Focus your analysis for this type of article primarily on how the opinion piece presents facts within the context of expressing an opinion or making an argument.

Media Analysis Evaluation Sheet

90-100 (A):

- author's discussion is sophisticated, carefully detailed, and well organized
- thorough thesis carefully reflects the assignment
- inclusive topic sentences and cohesive body paragraphs
- minimal sentence, grammatical, or syntax errors
- sources are incorporated in a sophisticated way to strengthen the author's argument
- sources are cited correctly within the paper
- Works Cited page is done correctly

80-89 (B):

- author's discussion is clear and detailed
- adequate thesis reflects the assignment
- generally sound body paragraphs and focused topic sentences
- some sentence, grammatical, or syntax errors
- sources are incorporated correctly for the most part and are used to strengthen the author's argument
- sources are cited with a few errors
- Works Cited page has a few errors but is overall in the correct format

70-70 (C):

- author's discussion is sometimes unclear
- thesis is misplaced or only minimally reflects the assignment

- topic sentences are too general and support is sometimes nearly off topic
- sources are not incorporated in a way that strengthens the author's argument
- repetitive sentence, grammatical, or syntax errors
- sources are cited in the paper but incorrectly
- Works Cited page has many errors and the writer needs to spend some time with MLA

69 or below (F):

- essay is not the minimum page length
- author's discussion is unclear or there is not a discussion
- thesis is not evident or does not reflect the assignment
- topic sentences are too general and support is often off topic
- repetitive sentence, grammatical, or syntax errors
- sources are not used at all
- the sources are not cited at all or are cited with so many errors that it is hard to figure out where the information came from
- no Works Cited page or the writer has made minimal effort in doing a Works Cited page to go along with the essay
- extensive problems with basic writing conventions

Topic 15. Musical rhetoric (examples of figurative language in popular songs)

Task introduction 15:

Rhetoric's main objective is to persuade, and its elements can be traced in song lyrics, where the authors use rhetorics to communicate an idea to the listener. Persuasion is especially important in songs that discuss social change. Composers using rhetoric in music seek to align the rhetorical principles of speech with the techniques used to make good-sounding music. Rhetoric is mainly defined as the art employed to orchestrate persuasive speech. Much like speech, music is also an auditory experience on a chronological time line, which has inspired many composers to explore the application of the spoken art by using similar rhetoric in music.

Task instruction:

Choose a song to analyze and present it:

To craft and perform a presentation in which students play a clip of the song, present their thesis, and share their analysis of the song. Other ideas could be student papers, posters, presentations. Not only are students practicing rhetorical skills, but they are also learning more about their peers, too! Pop rhetoric challenge: below you'll find a list of rhetorical devices, you are to present your favourite song lyrics that illustrate them: Alliteration, Anaphora, Metaphor, Zeugma, Chiasmus, Simile, Anadiplosis, Antimetabole, Antistrophe, Antithesis, Assonance, Consonance, Epanadiplosis, Epanalepsis, Epinome, Epistrophe, Hyperbole, Internal Rhyme, Inversion, Paradox, Objective Correlative, Parenthesis, Personification, Polypoton, Slant Rhyme, Synecdoche, Tautology.

Suggested Songs with titles that are rhetorical questions

2020 Riots: How Many Times - Trey Songz, Am I The Only One - Aaron Lewis, Are We Alright Again – Eels, Are You Entertained – Russ, Are You Happy Now - Rascal Flatts, Are You Here - Corinne Bailey Rae Are You Lonesome Tonight - Elvis Presley, Are You Ready – Disturbed, Are You Sincere - Andy Williams, Are You Sure - Kacey Musgraves, Can I – Kehlani, Can I Believe You - Fleet Foxes, Can I Get It – Adele, Can I Touch You... There? - Michael Bolton, Can You Feel The Love Tonight - Elton John, Can You Hear Me – Korn, Can You See - Fifth Harmony,

Could You Be Loved - Bob Marley & the Wailers, Did You Ever Have to Make up Your Mind? - The Lovin' Spoonful, Did You See - J Hus, Didn't I - Rod Stewart, Didn't I - OneRepublic, Do You Know the Way to San José - Dionne Warwick, Do You Mind - DJ Khaled, Do You Mind - Kyla, Do You Remember - Chance the Rapper, Do You Remember Me - Santana, Have You Ever - Dave East, How Can It Be - Lauren Daigle, How Did I Get Here - Offset, How Do I Say Goodbye - Dean Lewis, How Does It Feel - London Grammar, How Does It Feel To Be The Mother Of 1,000 Dead - Crass, How Long - Charlie Puth, How Many Times - Tinashe, How Shall a Sparrow Fly - Ryan Bingham, How Will I Know - Whitney Houston, How You Like That - BlackPink, I Love You, Will You Marry Me - Yungblud, Is He Strange - John Grant, Is It True - Tame Impala, Is She Really Going Out With Him? - Joe Jackson, Is There More - Drake, Is This Called Home - Lucy Rose, Is This It - The Strokes, Is This Love ('09) - Eminem, Isn't Everyone - Nine Inch Nails, Isn't It Easy To Say - Hep Stars, R U Crazy - Conor Maynard, What About Me - Lil Wayne, What About Us - Pink, What Am I Without You - Elbow, What If I Never Get Over You - Lady A, What If I Told You That I Love You - Ali Gatie, What Keeps You Up At Night - Lee Brice, What the Hell Did I Say - Dierks Bentley, What's Free - Meek Mill, What's Poppin - Jack Harlow, When Am I Gonna Lose You - Local Natives, Where Are You Now - Lost Frequencies, Where Have You Been - Rihanna, Where Have You Gone - Alan Jackson, Where That Beer's Been - Travis Denning, Where's the Revolution - Depeche Mode, Who Cares - Paul McCartney, Who Dat Boy - Tyler, the Creator, Who Do You Love - The Chainsmokers, Who Knows Where The Time Goes - Fairport Convention, Who's Gonna Be Your Girl - Shania Twain, Who's In Your Head - Jonas Brothers, Who's That What's That - Niko B, Who's Your Farmer - Chris Janson, Why - Annie Lennox, Why Are We So Broken - Steve Aoki, Why Can't I Wake Up With You - Take That, Why Do You Love Me - Garbage, Why Haven't I Heard From You - Reba McEntire, Why Not Me - The Judds, Why Not Tonight - Dustin Lynch

Why So Serious - Alice Merton, Will He - Joji, Won't He Do It - Koryn Hawthorne, Won't Somebody Dance With Me - Lynsey de Paul, Would You Call That Love - Kelly Clarkson.

Follow the prompt of rhetorical final paper analysis:

Rhetorical devices for analysis of a musical piece: *Alliteration, Anaphora, Metaphor, Zeugma, Chiasmus, Simile, Anadiplosis, Antimetabole, Antistrophe, Antithesis, Assonance, Consonance, Epanadiplosis, Epanalepsis, Epinome, Epistrophe, Hyperbole, Internal Rhyme, Inversion, Paradox, Objective Correlative, Parenthesis, Personification, Polypoton, Slant Rhyme, Synecdoche, Tautology.*

Rhetorical Analysis Final Paper Prompt

For your final project, you will write a rhetorical analysis on a piece of your choice (4–5 pages, not including a bibliography). In the final essay, you will analyze the argument (message) of your piece. Your essay needs to have a thesis statement and main points. Your thesis will state what the piece's message is and how the music helps convey that message. You're not just focusing on what the song or artist says, **but how they say it**. Imagine you are explaining what makes that song unique or effective in its message to a general audience of music lovers who are not necessarily familiar with music lingo. The purpose of this essay is for you to practice communicating about music using the tools learned in this class. For this project, you can use the "Switched on Pop" method (see Week 2 Discussion Board prompt) to break down your song. For your essay, consider the following.

- What is the writer's purpose in creating the music? Does the music effectively convey this purpose?
- What is the cultural context of the piece? When was the piece created?
- What is the genre and intended audience of the piece?
- Additional questions you can ask to help you in your interpretation of your music example include:
 - What's happening in the piece? Is there a plot? Does the piece tell a story?
 - How is the piece presented (solo, band, orchestra)? What instruments are being used? Is there a singer? Who? What does their voice sound like? What tone or mood do these elements create? Are there technological aspects in the piece? What effect do they have on the listener?
 - If there is text, what is the language used (Standard English, slang, multiple languages)? How does that affect the interpretation of the piece?
- You will need to look up sources that discuss the artist or piece to support and/or refute your analysis.

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