**Rhetorical Analysis and Sunnyside Partner Peer Review**

So far this semester, we have been reviewing essays that deal with issues of education. We have spent time understanding each author’s argument, and as well the rhetorical situations which shape each essay. We have also discussed how writers make purposeful and deliberate choices in constructing their texts. For this paper, you will need to read, analyze, and respond to your high school partner’s “synthesis” essay. You will put into practice your ability to analyze the strengths and weaknesses of an argument, as well as use your understanding of the needs of an audience, to help your mentee do well on their essay. This assignment will require that you showcase both your understanding of rhetorical analysis and your ability to read and *constructively* respond to another’s essay.

This assignment has 3 components:

1. A **Rhetorical Analysis** of your partner’s essay.

You may work with your English 102 classmate who is also paired with the Sunnyside student to discuss and write this portion of the assignment. The final draft should be about 1-2 pages, in memo format. It should have the following subheads:

● **Introduction:** In this section you should give a brief synopsis of your partner’s essay as you understand it. After summarizing the author’s main argument, you will speculate as to what their *purpose* is; that is, what do they want to happen?

● **Audience Analysis:** In this section you will determine who the target audience is for your partner’s argument and you will justify your claim by demonstrating a close reading of their paper.

● **Author Analysis:** In this section you will analyze the author or maker of this text, his or her assumptions, values, and beliefs, as well as the historical, social, and cultural milieu in which he or she is situated and, specifically, how this shapes/affects their argument.

● **Style and Arrangement**: In this section you will analyze the style of the argument and how it is arranged. You may want to consider tone, diction, the flow or organization of the argument, and how effective it may be considering their audience.

● **Rhetorical Strategies:** In this section you will analyze the methods the author chose to construct the text, develop ideas, and write persuasively. This includes an analysis of the types of evidence your partner used to support their argument (i.e. you should look into the credibility and biases of the sources they cite), the kinds of appeals they use to persuade an audience (*logs, pathos, ethos*), the author’s voice, even the format of the text. Remember to look at these choices in terms of the rhetorical situation. This section should include your analysis of which rhetorical strategies the author uses and how these strategies work or do not work in light of the main purpose and the target audience. Provide evidence for the rhetorical strategies employed (i.e. by directly citing your partner’s essay) and discuss whether the author’s strategies are effective.

● **Conclusion:** Finally, you will conclude your analysis by determining the overall strengths and weaknesses of your high school partner’s argument. How persuasive are their rhetorical choices – that is, how effective is the author in achieving his or her purpose? Where and how could their argument improve?

1. A **Letter of Constructive Criticism** addressed to your high school partner. This document should be about 1-2 pages. In the letter you will need to provide your partner with *constructive* criticism of their draft. This includes telling them what is working in the essay, as well as suggesting some improvements. Your partner will benefit from your understanding of how their argument currently works, what you believe to be their audience and purpose, and the overall rhetorical situation they seem to be responding to.
2. A **Letter of Reflection**, addressed to me, in which you reflect on the experience of writing the previous two documents. This letter you should explain your rhetorical choices in constructing the letter to your partner.