

Note: After the initial assignments, develop your own online peer editing as time allows.

Fast Food Nation: <http://jhampton.pbworks.com/w/file/fetch/51769044/fast>

Assignment:

- Go to the school's scholarly database, or go to an incredibly popular and rigorous periodical source (New York Times, Boston Globe, The Atlantic, The New Yorker, The Wall Street Journal, etc), and find an article that develops a clear argument about something you may be interested in. (Or may not, but it's lengthy and has a clear argument.) The piece you choose should be no less than 1,000 words.

a. Make sure that your reading selection is one that you can copy and paste. PDFs will make this a bit harder. Generate or copy the citation as well.

- Copy and Paste the article into a table that looks like the one below:

<u>Method of Development</u>	<u>Article</u> <u>Article URL/Source</u>	<u>Classical Structure</u>
<u>DO NOT FILL THIS IN TODAY</u>	<u>FIND and Insert (Copy and paste) Article</u>	<u>DO NOT FILL THIS IN TODAY</u>

- Read the article, then fill in the following information. Provide properly cited MLA textual evidence whenever possible.

<u>Element of the Rhetorical Situation</u>	<u>Questions to be Answered</u>	<u>Complete Answer. (Yes, complete sentences)</u>	<u>Textual Evidence (Properly Cited)</u> https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_in_text_citations_the_basics.html
Context	What is going on in the world that is instigating the author to be interested in writing the piece s/he has? (This is a more universal form of exigence)	<i>The U.S. culture is seemingly primarily concerned with how things scientifically work.</i> <i>U.S. culture can be easily swayed by fear.</i> <i>Corporate greed and apathy are rampant in society.</i>	<i>"E. coli O157:H7 is a mutated version of a bacterium found abundantly in the human digestive system. Most E. coli bacteria help us digest food, synthesize vitamins, and guard against dangerous organisms" (Schlosser).</i> <i>"Efforts to eradicate E. coli O157:H7 have been complicated by the fact that it is an extraordinarily hearty microbe that is easy to transmit. E. coli O157:H7 is resistant to acid, salt, and chlorine. It can live in fresh water or seawater. It can live on kitchen countertops for days and in moist environments for weeks. It can withstand freezing. It can survive heat up to 160 degrees Fahrenheit. To be infected by most food-borne pathogens, such as Salmonella, you have to consume a fairly large dose — at least a million organisms. An infection with E. coli O157:H7 can be caused by as few as five organisms. A tiny uncooked particle of hamburger meat can contain enough of the pathogen to kill you" (Schlosser).</i> <i>"The pathogen is now the leading cause of kidney failure among children in the United States. Nancy Donley, the president of Safe Tables Our Priority (STOP), an organization devoted to food safety, says it is hard to convey the suffering that E. coli O157:H7 causes children" (Schlosser).</i> <i>"Feedlots have become an extremely efficient mechanism for "recirculating the manure," which is unfortunate, since E. coli O157:H7 can replicate in cattle troughs and survive in manure for up to ninety days" (Schlosser).</i> <i>"The overworked, often illiterate workers in the nation's slaughterhouses do not always understand the importance of good hygiene. They sometimes forget that this meat will eventually be eaten. They drop meat on the floor and then place it right back on the conveyor belt" (Schlosser).</i>
Exigence	What precisely has happened within the context that has moved this Speaker to write this piece?	<i>There has been an immense spread of E.coli through fast food.</i> <i>E. coli has caused immense damage to many of society's weakest, but even healthy have been affected.</i> <i>A lack of governmental and industrial regulation in feedlots is causing many health issues for workers and consumers.</i>	<i>"In about 4 percent of reported E. coli O157:H7 cases, the Shiga toxins enter the bloodstream, causing hemolytic uremic syndrome (HUS), which can lead to kidney failure, anemia, internal bleeding, and the destruction of vital organs. The Shiga toxins can cause seizures, neurological damage, and strokes. About 5 percent of the children who develop HUS are killed by it. Those who survive are often left with permanent disabilities, such as blindness or brain damage" (Schlosser).</i> <i>"The pathogen is now the leading cause of kidney failure among children in the United States" (Schlosser).</i> <i>"As Lee Harding learned, adults in perfect health can be stricken by the pathogen, too" (Schlosser).</i> <i>"Far from their natural habitat, the cattle in feedlots become more prone to all sorts of illnesses. And what they are being fed often contributes to the spread of disease. The rise in grain prices has encouraged the feeding of less expensive materials to cattle, especially substances with a high protein content that accelerate growth. About 75 percent of the cattle in the United States were routinely fed livestock wastes — the rendered remains of dead sheep and dead cattle — until August of 1997. They were also fed millions of dead cats and dead dogs every year, purchased from animal shelters" (Schlosser).</i> <i>"The consequences of a single error are quickly multiplied as hundreds of carcasses quickly move down the line. Knives are supposed to be cleaned and disinfected every few minutes, something that workers in a hurry tend to forget. A contaminated knife spreads germs to everything it touches. The overworked, often illiterate workers in the nation's slaughterhouses do not always understand the importance of good hygiene. They sometimes forget that this meat will eventually be eaten. They drop meat on the floor and then place it right back on the conveyor belt" (Schlosser).</i>
Speaker	Who is literally speaking?		

	<p>Where does this speaker derive his authority?</p> <p>What is the speaker's character?</p> <p>Why should the audience believe the speaker?</p> <p>What does the speaker value?</p>		
Audience	<p>Who is the speaker literally talking to?</p> <p>What does the audience value, believe, or need?</p> <p>What collective character traits do audience members share?</p> <p>What is the audience's collective background?</p>		
Message	<p>What is the speaker's argument?</p> <p>Template: In this piece [writer] (choose one: argues, posits, challenges, denies, advocates for, etc.) (clearly articulate the argument)</p>		
Purpose	<p>What does the speaker want the audience to understand once they have read this piece?</p> <p>What does the speaker want the audience to do once they have read this piece?</p> <p>(Speaker) writes (Insert Title—Properly Punctuated) in order to (what is the audience supposed to understand?), ultimately moving [the audience] to (what should the audience do with that new understanding?).</p>		

4. Make a copy of your initial article document. Then, complete the assigned tasks.



Divide your text into sections based on your understanding of how the piece transitions and interrelates. Underline the last line of each section to create a separation.



Label the methods of development down the left-hand column of your original table.



Highlight the text and label the parts of the classical model. Write out the stage of the classical model in the right hand column of the table.

1. **Highlight the text as follows:** Exordium (Pink), Background (Yellow), Partition(s) (Blue), Confirmation (Green), Refutation (Red), So What? (nothing, all the other stuff is colored!)

<i>Method of Development</i>	<p><i>Article:</i> Intro to <i>Fast Food Nation</i></p> <p><i>Article URL/Source:</i> http://jhampton.pbworks.com/w/file/attach/51769044/fast</p>	<i>Classical Structure</i>
<i>Description</i>	<p>CHEYENNE MOUNTAIN SITS on the eastern slope of Colorado's Front Range, rising steeply from the prairie and overlooking the city of Colorado Springs. From a distance, the mountain appears beautiful and serene, dotted with rocky outcroppings, scrub oak, and ponderosa pine. It looks like the backdrop of an old Hollywood western, just another gorgeous Rocky Mountain vista. And yet Cheyenne Mountain is hardly pristine. One of the nation's most important military installations lies deep within it, housing units of the North American Aerospace Command, the Air Force Space Command, and the United States Space Command. During the mid-1950s, high-level officials at the Pentagon worried that America's air defenses had become vulnerable to sabotage and attack. Cheyenne Mountain was chosen as the site for a topsecret, underground combat operations center. The mountain was hollowed out, and fifteen buildings, most of them three stories high, were erected amid a maze of tunnels and passageways extending for miles. The four-and-a-half-acre underground complex was designed to survive a direct hit by an atomic bomb. Now officially called the Cheyenne Mountain Air Force Station, the facility is entered through steel blast doors that are three feet thick and weigh twenty-five tons each; they automatically swing shut in less than twenty seconds. The base is closed to the public, and a heavily armed quick response team guards against intruders. Pressurized air within the complex prevents contamination by radioactive fallout and biological weapons. The buildings are mounted on gigantic steel springs to ride out an earthquake or the blast wave of a thermonuclear strike. The hallways and staircases are painted slate gray, the ceilings are low, and there are combination locks on many of the doors. A narrow escape tunnel, entered through a metal hatch, twists and turns its way out of the mountain through solid rock. The place feels like the set of an early James</p>	<i>Exordium</i>

	<p>Bond movie, with men in jumpsuits driving little electric vans from one brightly lit cavern to another.</p> <p>Fifteen hundred people work inside the mountain, maintaining the facility and collecting information from a worldwide network of radars, spy satellites, ground-based sensors, airplanes, and blimps. The Cheyenne Mountain Operations Center tracks every manmade object that enters North American airspace or that orbits the earth. It is the heart of the nation's early warning system. It can detect the firing of a long-range missile, anywhere in the world, before that missile has left the launch pad.</p> <p>This futuristic military base inside a mountain has the capability to be self-sustaining for at least one month. Its generators can produce enough electricity to power a city the size of Tampa, Florida. Its underground reservoirs hold millions of gallons of water; workers sometimes traverse them in rowboats. The complex has its own underground fitness center, a medical clinic, a dentist's office, a barbershop, a chapel, and a cafeteria. When the men and women stationed at Cheyenne Mountain get tired of the food in the cafeteria, they often send somebody over to the Burger King at Fort Carson, a nearby army base. Or they call Domino's.</p> <p>Almost every night, a Domino's deliveryman winds his way up the lonely Cheyenne Mountain Road, past the ominous DEADLY FORCE AUTHORIZED signs, past the security checkpoint at the entrance of the base, driving toward the heavily guarded North Portal, tucked behind chain link and barbed wire. Near the spot where the road heads straight into the mountainside, the delivery man drops off his pizzas and collects his tip. And should Armageddon come, should a foreign enemy someday shower the United States with nuclear warheads, laying waste to the whole continent, entombed within Cheyenne Mountain, along with the high-tech marvels, the pale blue jumpsuits, comic books, and Bibles, future archeologists may find other clues to the nature of our civilization — Big King wrappers, hardened crusts of Cheesy Bread, Barbeque Wing bones, and the red, white, and blue of a Domino's pizza box.</p> <p>what we eat</p> <p>OVER THE LAST THREE DECADES, fast food has infiltrated every nook and cranny of American society. An industry that began with a handful of modest hot dog and hamburger stands in southern California has spread to every corner of the nation, selling a broad range of foods wherever paying customers may be found. Fast food is now served at restaurants and drive-throughs, at stadiums, airports, zoos, high schools, elementary schools, and universities, on cruise ships, trains, and airplanes, at K-Marts, Wal-Marts, gas stations, and even at hospital cafeterias. In 1970, Americans spent about \$6 billion on fast food; in 2001, they spent more than \$110 billion. Americans now spend more money on fast food than on higher education, personal computers, computer software, or new cars. They spend more on fast food than on movies, books, magazines, newspapers, videos, and recorded music — combined.</p> <p>Pull open the glass door, feel the rush of cool air, walk in, get on line, study the backlit color photographs above the counter, place your order, hand over a few dollars, watch teenagers in uniforms pushing various buttons, and moments later take hold of a plastic tray full of food wrapped in colored paper and cardboard. The whole experience of buying fast food has become so routine, so thoroughly unexceptional and mundane, that it is now taken for granted, like brushing your teeth or stopping for a red light. It has become a social custom as American as a small, rectangular, hand-held, frozen, and reheated apple pie.</p> <p>This is a book about fast food, the values it embodies, and the world it has made. Fast food has proven to be a revolutionary force in American life; I am interested in it both as a commodity and as a metaphor. What people eat (or don't eat) has always been determined by a complex interplay of social, economic, and technological forces. The early Roman Republic was fed by its citizen-farmers; the Roman Empire, by its slaves. A nation's diet can be more revealing than its art or literature. On any given day in the United States about one-quarter of the adult population visits a fast food restaurant. During a relatively brief period of time, the fast food industry has helped to transform not only the American diet, but also our landscape, economy, workforce, and popular culture. Fast food and its consequences have become inescapable, regardless of whether you eat it twice a day, try to avoid it, or have never taken a single bite.</p> <p>The extraordinary growth of the fast food industry has been driven by fundamental changes in American society. Adjusted for inflation, the hourly wage of the average U.S. worker peaked in 1973 and then steadily declined for the next twenty-five years. During that period, women entered the workforce in record numbers, often motivated less by a feminist perspective than by a need to pay the bills.</p>	
Narration		
Compare and Contrast		
Compare and Contrast		Background
Narration/Process Analysis		Exordium
Definition		Partition
Cause and Effect		
Cause and Effect		Confirmation

5. Directions: Look at the examples that are offered throughout your article. Then, label the example type, record the text where the example is provided, and then—in complete sentences—explain how the example relates to the audience's emotions, values, beliefs, needs, and/or background(s).

Types of Evidence: Facts, Anecdotes, Analogies, Statistics, Details, Illustrations, Expert Opinions, Personal Observations, Personal Experiences, Testimonies, Experimental data.

<u>Audience:</u>	General American Public	
<u>Example Type</u>	<u>Text</u>	<u>Relationship to the Audience. (Emotions, Values, Beliefs, Needs, Background)</u>
Statistic	<p>"In 1970, Americans spent about \$6 billion on fast food; in 2001, they spent more than \$110 billion. Americans now spend more money on fast food than on higher education, personal computers, computer software, or new cars. They spend more on fast food than on movies, books, magazines, newspapers, videos, and recorded music — combined" (Schlosser).</p>	<p>The monetary comparison referenced relates to the audience because the U.S. is a consumer culture. The American public, more than anything, believes that money is typically spent on things that are "worth it." Ironically enough, the voluminous rise in spending on fast food indicates that, perhaps, Americans are investing in the wrong commodity. Furthermore, the U.S. is a country that is obsessed with entertainment. Thus, comparing the amount of money spent on media with the incredible amount currently spent on fast food, Schlosser is exposing the U.S. to the fact that they value convenience and simplicity—even at the expense of their personal and social health—more than hobbies and extracurricular activities. Last, the statistics listed here give a quantifiable number to Schlosser's claim—Americans value fast food more than almost all else—and as a society, people in the U.S. give more credit to objective fact than subjective experience. Therefore, these initial staggering statistics—which are potentially surprising to the average American—should appeal to the general audience.</p>
Details/Personal Experience	<p>"Pull open the glass door, feel the rush of cool air, walk in, get on line, study the backlit color photographs above the counter, place your order, hand over a few dollars, watch teenagers in uniforms pushing various buttons, and moments later take hold of a plastic tray full of food wrapped in colored paper and cardboard. <u>The whole experience of buying fast food has become so routine, so thoroughly unexceptional and mundane, that it is now taken for granted, like brushing your teeth or stopping for a red light. It has become a social custom as American as a small, rectangular, hand-held, frozen, and reheated apple pie</u>" (Schlosser).</p>	
Analogy		

6. Directions: Generate an OPEN thesis that will guide your rhetorical analysis essay.

When to generate an open and Closed Rhetorical Analysis Thesis:

Closed: Timed Writings (especially the AP Exam) See many other resources.

Open: For a processed (untimed and revised) Rhetorical Analysis essay:

Generate an Open Thesis for a Process Paper.

In the _____ (Genre) _____ (Title) _____, (Contextual Information about Author and/or Text), _____ (Author's Name) _____ (Rhetorical Verb) _____ (Answer to "understand") _____, ultimately moving (the audience) to _____ (Answer to "do") _____.

Examples:

In his post-9/11 speech—an address that recounts the state of the nation after deadly terrorist attacks—former President George W. Bush highlights that although all are experiencing tragic grief, the country is—and will remain--strong, ultimately moving the divided American public to unite and prepare for retaliatory action.

Throughout the 1962 press release in response to the steel crisis, John F. Kennedy—the president at the time—vilifies the actions of the steel executives, ultimately moving the American public to join the cause in demanding lower prices and greater public responsibility.

7. Based on the movements of the piece you chose, generate all of your topic sentences based on the criteria and templates below. You should not only be writing 3 topic sentences; this is going to outline a rhetorical analysis essay that will cover your whole article. If you only have 3 topic sentences, you will receive no credit. Upload your open thesis and top to the roundtable in Parlayideas.com.

Topic Sentence(What/Why): (Ordering Phrase—See Rhetorical Stems), (Author) (Rhetorical Choice from thesis) in order to (answer to the “understand”/ “do”).

Authorial Statement and Organizational Stems:

Beginning of Text:

(Speaker/Author) begins by/with...

Body of Text:

(Speaker/Author) follows this by/with...

Following this, (Speaker/Author) (action verb)...

Moving on, (Speaker/Author) (action verb)

(Speaker/Author) transitions to...

In order to transition, (Speaker/Author) (action verb)...

(Speaker/Author) then shifts to...

(Speaker/Author) moves to compare...

(Speaker/Author) then contrasts...

(Speaker/Author) exemplifies...

Conclusion of text:

(Speaker/Author) concludes by/with...

Finally, (Speaker/Author) reminds...

8. **Commenting Directions:** It's important that each student have at least two comments to work with for this assignment, which is why I'm requiring you to look at four different student's work. Comment on any 3 students' work based on the criteria below. All comments should be in complete sentences.

- A. **Thesis:** Make a comment about the thesis. Note if it is clearly worded and contains a non-essential—separated by dashes—about the text's background or about the author. If the thesis is unclear, rewrite it in order to clarify meaning. If rewriting it isn't possible because it's so unclear, make a note of such. Make sure that no listed choices appear in the thesis.

- B. **Choices and Effect:** For each topic sentence fill in a table like the one below:

<i>What- Rhetorical Choice identified in the topic sentence</i>	<i>Why- Effect that relates to purpose identified in the topic sentence</i>
<i>JFK contrasts recent public sacrifice with corporate price hikes</i>	<i>anger the public over the steel companies' greedy policies.</i>

If any of the topic sentences are worded awkwardly, whether in choice or effect, offer ways to reword things.

- C. **Projected Order:** Make a comment about the order of the topic sentences. If the topic sentences seemingly match the chronological order of the piece, then affirm this for the student. If, however, one of the topic sentences seems out of place, explain why for the student.

- D. **Transitional Language:** Copy the topic sentences and underline the transitional/chronological language that is used in each. If the language is appropriate, do nothing besides underline it. If you can think of better transitional/chronological wording, offer a suggestion directly after the topic sentence.

e.g., *First, JFK contrasts recent public sacrifice with corporate price hikes to anger the public over the steel companies' greedy policies.*

Corrected: *JFK begins by contrasting recent public sacrifice with corporate price hikes to anger the public over the steel companies' greedy policies.*

- E. **Qualified Language:** Evaluate the topic sentences and decide whether the student should use qualified language. If s/he should, reproduce the topic sentence and add in the qualified language you find most appropriate. When adding language, bold and underline it.

JFK begins by contrasting recent public sacrifice with corporate price hikes to potentially anger the public over the steel companies' greedy policies.

- F. **Suggested Variations:** Copy the topic sentences. Then recast each one so that it doesn't follow the choice/in order to pattern. (words of note: highlight, showcase, present, expose, evoke, incite, etc.)

e.g., *JFK begins by contrasting recent public sacrifice with corporate price hikes to anger the public over the steel companies' greedy policies.*

Recast: *Potentially angering the public over the steel companies' greedy policies, JFK begins by contrasting recent public sacrifice with corporate price hikes.*

9. Produce two of the body paragraphs that would be part of this essay. Follow the templates and examples below.

Single Layered Body Paragraph

Topic Sentence(What/Why): (Ordering Phrase—See Rhetorical Stems attachment), (Author) (Rhetorical Strategy from thesis) in order to (answer to what the audience should understand or do found in thesis).

Textual Evidence (Where): Take, for example, how (summarize the context that comes before your quote and then flow into quoted textual evidence that shows the strategy referenced in the topic sentence in action) (citation).

Commentary (How): (summary of text for analysis that is derived from quote) (choose applicable verb: showcases, highlights, exposes, evokes, or something as strong) **because** (explain **how** the textual evidence reveals the purpose/effect/answer to the understand or do that is mentioned in the topic sentence. Commentary is usually at least two sentences. These explanations often focus on explaining general assumptions, stereotypes, and word connotations. Make sure to purposefully select your verbs to provide vibrant analysis).

Final Sentence(s): Understanding the aforementioned would move (the audience) to (purpose (do/persuade) from thesis) **because** (explain **how** the information provided by the author would move the audience to act as identified.)

Body Paragraph Example (for thesis #4 above):

(TS) Chavez follows by referring to the cause—the farmworkers' movement—and reminding individuals about the sanctity of life, showcasing the overall greater moral stance of nonviolent action. (TE) After reflecting on the positive ethical character of Dr. King, Chavez describes how his and his followers' "convictions" mandate that "every human life is a [...] special possession given by God" (Chavez 6-7) and that "no one has the right take it" (Chavez 8) no matter how just the reasoning may be. (C) Relying on the word "conviction" helps in promoting non-violence because it establishes a moral backdrop for his message. As most individuals desire to be "good people", they will be drawn toward seeking a moral outcome, typically at any cost, even if it means continuing to be oppressed. In conjunction with such, noting that life is a "special possession" given by "God," allows his audience to reflect on the fact that if they were to act violently, they would be invalidating the value of life ascribed by a Supreme Being. Such a violation, in direct contrast to God's desires, would render an audience member guilty of great sin; seeing as though most people don't enjoy the feelings of guilt, especially in the eyes of the Immortal, they would be drawn toward pleasing God and thus work to protest nonviolently, protecting the divine sacredness of life. Finally, suggesting that life is a human "right" helps to move people toward nonviolence because acting in violence would then expose hypocrisy in the movement; in no way could a movement for worker and human rights seem valid if it extinguishes the human rights of others. (FS) Understanding the aforementioned would move the farm workers and their allies to embrace nonviolent protest because members are forced to recognize its divine power, which makes acting in such a way more desirable. People want to act in ways that work and are behaviorally sound, and Chavez has proven that nonviolence allows for such. Also, individuals are drawn toward positive emotions, so once they find nonviolent protest practical, positive, and pleasing to God, they will be more likely to embrace the tactic.

Body Paragraphing Notes:

- a. The language "Take, for example, how" is a discourse marker, but it's not actually needed as long as you know an example follows a topic sentence.

- b. Stronger papers are written chronologically because they show the interrelation of the arguments parts and how they build on one another.

10. Add a conclusion. Conclusions don't change whether it's a timed writing or not. Follow the steps below.

Conclusion Steps: Channeling One's Inner Cinderella

When writing conclusions for Rhetorical Analysis essays, students should highlight the ideas the RA Essay Speaker showcases, rather than summarizing their own essays and the author's choices. Once the ideas are highlighted, students need to apply said ideas universally. Steps for generating a strong conclusion are as follows.

1. Students must identify 2-3 key ideas—singular abstract words—to which the analyzed piece relates.
Examples.
Bush 9/11 Speech: *Resilience, Justice, Unity, Isolation, Suffering*
Abigail Adams' letter: *Struggle, Maturity, Anxiety, Compassion, Love, Encouragement, Inspiration*
 2. With these ideas, students must write a sentence that ties one or all of them to the purpose of the speaker; do not list out any rhetorical strategies; conclusions are about ideas. (To do this with style, students should try turning the first sentence of their conclusions into a metaphor.)
Examples.
Bush 9/11 Speech: *Throughout his speech Bush reminds the US of their resilient and patriotic spirit during their time of suffering.*
Abigail Adams' letter: *Abigail Adams inspires her son amidst perhaps the most tumultuous time of his life (literally and figuratively): his teenage years.*

(Style)
Bush 9/11 Speech: *Throughout his speech, Bush lights the torch of unification and justice in to dispel the darkness of isolation and suffering.*
Abigail Adams' letter: *Throughout the piece, Abigail Adams strives to help her son navigate the tumultuous seas of adolescence.*
 2. Highlight the ideas that the paper explores by putting them into a universally applicable model and/or make the audience respond to said ideas, but never by asking a question. You know you are doing this right when you are no longer talking about the speaker and his/her audience, but are speaking in more general terms: people, individuals, society, etc.
Also try to add an applicable piece of text for an added BAM! Factor. (Channel your inner Cinderella and leave your glass slipper!)
- Examples.**
Bush 9/11 Speech: Even when an event that occurs whose effects pale in comparison to the magnitude of 9/11 individuals must strive to come together “respond[ing] with the best of America” to address the physical and emotional consequences, regardless of any dividing factors.

Abigail Adams' letter: By embracing her matriarchal role, she serves as a model to all who seek to correct those with less experience: she exemplifies that one must never shy away from exposing acts of naïveté; however, such criticism must be simultaneously paired with encouraging words and, most important of all, the love “of a tender parent” (Adams 23).

Below is how each conclusion would look based on the completion of the steps detailed on the prior page.

Examples.

Bush 9/11 Speech (General): Throughout his speech Bush reminds the US of their resilient and patriotic spirit during their time of suffering. Even when an event that occurs whose effects pale in comparison to the magnitude of 9/11 individuals must strive to come together “respond[ing] with the best of America” to address the physical and emotional consequences, regardless of any dividing factors.

(Style): Throughout his speech, Bush lights the torch of unification and justice in to dispel the darkness of isolation and suffering. Even when an event that occurs whose effects pale in comparison to the magnitude of 9/11 individuals must strive to come together “respond[ing] with the best of America” to address the physical and emotional consequences, regardless of any dividing factors.¹

Abigail Adams (General): Abigail Adams inspires her son amidst perhaps the most tumultuous time of his life (literally and figuratively): his teenage years. By embracing her matriarchal role, she serves as a model to all who seek to correct those with less experience: she exemplifies that one must never shy away from exposing acts of naïveté; however, such criticism must be simultaneously paired with encouraging words and, most important of all, love.

(Style): Throughout the piece, Abigail Adams strives to help her son navigate the tumultuous seas of adolescence. By embracing her matriarchal role, she serves as a model to all who seek to correct those with less experience: she exemplifies that one must never shy away from exposing acts of naïveté; however, *such criticism must be simultaneously paired with encouraging words and, most important of all, the love “of a tender parent” (Adams 23).*

¹ Used with permission from Gabi Decosta (Blackstone Valley Tech 2019)

11. Find an article that refutes or rebuts your initial article. Then, fill in the chart below:

<i>Element of the Rhetorical Situation</i>	<i>Questions to be Answered</i>	<i>Complete Answer. (Yes, complete sentences)</i>	<i>Textual Evidence (Properly Cited)</i> https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_in_text_citations_the_basics.html
<i>Context</i>	What is going on in the world that is instigating the author to be interested in writing the piece s/he has? (This is a more universal form of exigence)		
<i>Exigence</i>	What precisely has happened within the context that has moved this Speaker to write this piece?		
<i>Speaker</i>	Who is literally speaking? Where does this speaker derive his authority? What is the speaker's character? Why should the audience believe the speaker? What does the speaker value?		
<i>Audience</i>	Who is the speaker literally talking to? What does the audience value, believe, or need? What collective character traits do audience members share? What is the audience's collective background?		
<i>Message</i>	What is the speaker's argument? Template: In this piece [writer] (choose one: argues, posits, challenges, denies, advocates for, etc.) (clearly articulate the argument)		
<i>Purpose</i>	What does the speaker want the audience to understand once they have read this piece? What does the speaker want the audience to do once they have read this piece? (Speaker) writes (Insert Title—Properly Punctuated) in order to (what is the audience supposed to understand?), ultimately moving [the audience] to (what should the audience do with that new understanding?).		

12. Once you have considered the second article's rhetorical situation, evaluate the examples. This time, however, you do not need to address how these examples relate to the audience.

<u>Audience:</u>	General American Public
<u>Example Type</u>	<u>Text</u>
Statistic	"In 1970, Americans spent about \$6 billion on fast food; in 2001, they spent more than \$110 billion. Americans now spend more money on fast food than on higher education, personal computers, computer software, or new cars. They spend more on fast food than on movies, books, magazines, newspapers, videos, and recorded music — combined" (Schlosser).

Details/Personal Experience	“Pull open the glass door, feel the rush of cool air, walk in, get on line, study the backlit color photographs above the counter, place your order, hand over a few dollars, watch teenagers in uniforms pushing various buttons, and moments later take hold of a plastic tray full of food wrapped in colored paper and cardboard. <u>The whole experience of buying fast food has become so routine, so thoroughly unexceptional and mundane, that it is now taken for granted, like brushing your teeth or stopping for a red light. It has become a social custom as American as a small, rectangular, hand-held, frozen, and reheated apple pie</u> ” (Schlosser).
Analogy	

13. Now that you have two articles that are in direct conversation, develop your own position about the topic at hand. Once you have figured out where you stand, write an essay that synthesizes information from both sources and you argue your position. When doing so, consider using the following resources to help you plan.

Thesis Planner:

Exigence /Rhetorical situation/Background info (Intro content)	Guiding Questions	Increase Complexity (Thesis)	Write your Thesis (Thesis)
•		<p>Although</p> <p>Because</p> <p>; However,*</p> <p>While</p> <p>; Consequently,*</p> <p>Though</p> <p>Even though</p> <p>In order to</p> <p>Until</p> <p>Provided that</p> <p>*Use Mid-sentence, not at the beginning</p>	

Example:

Exigence /Rhetorical situation/Background info (Intro content)	Guiding Questions	Increase Complexity (Thesis)	Write Your Thesis: Answer Your Guiding Question
<ul style="list-style-type: none"> There is a global lack of participation in voting Local elections are often neglected 	<p>What is my position on compulsory voting?</p> <p>What issues are tied to compulsory voting?</p>	<p>Although</p> <p>Because</p> <p>; However,*</p> <p>While</p> <p>; Consequently,*</p> <p>Though</p> <p>Even though</p> <p>In order to</p> <p>Until</p> <p>Provided that</p> <p>*Use Mid-sentence, not at the beginning</p>	<p>Although compulsory voting may lead to misinformed individuals partaking in the voting process—and perhaps some elements of minor corruption—enacting such policies holistically encourages the majority of people to become more informed with issues at hand and empowers these same individuals to have a say in legislative change.</p> <p>Enacting compulsory voting policies holistically encourages the majority of people to become more informed with issues at hand and empowers these same individuals to have a say in legislative change; however, compulsory voting may lead to misinformed individuals partaking in the voting process—and perhaps some elements of minor corruption.</p>

Evidence and Reasoning Planning Guide

Identify the audience *(and its character qualities)*:

Identify the question to which you must respond *(i.e., Turn the prompt into a question to answer)*:

Generate a claim in response to the question *(Answer the question in one sentence)*:

Identify the unifying idea of your Claim *(i.e., What is it that all of your evidence will work to prove?)*:

Type of Evidence: *In this column, you will classify your evidence. Make sure to consider how your audience will respond to the type of evidence you provide.*

- ☐ Subject(s)
- ☐ English
 - ☐ History
 - ☐ Math
 - ☐ Science and Technology

- ☐ Self
- ☐ Personal Experience
 - ☐ Secondary Anecdote
 - ☐ Hypothetical Example

- ☐ (Pop) Culture
- ☐ Mass Media
 - ☐ Sports
 - ☐ Literature
 - ☐ Art
 - ☐ Religious

Detailed Summary of Evidence:
Provide a 2-4 sentence summary of your evidence. As you summarize your evidence make sure to pay close attention to your selection of verbs, adjectives, and adverbs. Be as precise and concise as possible.

Reasoning: *Provide your basic reasoning in the box below. In order to do this, you must explain HOW your evidence relates to, and proves, the unifying idea presented in your claim. This is completed by articulating the common assumptions, stereotypes, and implications that connect your evidence to your unifying idea (argument). Thus, as you reason out your evidence, you will consistently refer back to parts of it while extrapolating its implications. When creating your commentary—or, in other words, articulating your reasoning—consider using this template:*

This evidence *(choose one: proves, supports, confirms, refutes, disproves, shows the limitations of, suggests, implies) (insert unifying idea based on the claim)*
because *(explain how your evidence relates to the claim by articulating the assumptions that must be accepted to consider the evidence as valid).*

Exemplar Based on Question 3 2008 Form B

Identify the audience (and its character qualities):

English instructors, educated with a potentially high interest in politics, citizens of a democracy

Identify the question to which you must respond (i.e., Turn the prompt into a question to answer):

To what extent is Boorstin's distinction between dissent and disagreement valid?

Generate a claim in response to the question (Answer the question in one sentence):

Although a distinction may exist, it's not as concise as Boorstin makes it.

Identify the unifying idea of your Claim (i.e., What is it that all of your evidence will work to prove?):

Boorstin's binary definition is too limited

Type of Evidence: In this column, you will classify your evidence. Make sure to consider how your audience will respond to the type of evidence you provide.

- ☒ Subject(s)
- ☐ English
 - ☒ History
 - ☐ Math
 - ☐ Science and Technology

- ☐ Self
- ☐ Personal Experience
 - ☐ Secondary Anecdote
 - ☐ Hypothetical Example

- ☐ (Pop) Culture
- ☐ Mass Media
 - ☐ Sports
 - ☐ Literature
 - ☐ Art
 - ☐ Religious

Detailed Summary of Evidence:

Provide a 2-4 sentence summary of your evidence. As you summarize your evidence make sure to pay close attention to your selection of verbs, adjectives, and adverbs. Be as precise and concise as possible.

1776 American Revolution: The colonies were in the minority, they **instigated** multiple **violent** conflicts—**eventually leading** to a declaration of war—and all of this eventually led to the birth of a new country. Consequently, this new country, at the time, **invented contemporary** democracy that then **influenced** other major acts of **apparent** dissent—according to Boorstin's distinction—such as the French Revolution, which also **worked to produce** a more-free society.

Reasoning: Provide your basic reasoning in the box below. In order to do this, you must explain HOW your evidence relates to, and proves, the unifying idea presented in your claim. This is completed by articulating the common assumptions, stereotypes, and implications that connect your evidence to your unifying idea. Thus, as you reason out your evidence, you will consistently refer back to parts of it while extrapolating its implications. When creating your commentary—or, in other words, articulating your reasoning—consider using this template:

This evidence (choose one: proves, supports, confirms, refutes, disproves, shows the limitations of, suggests, implies) (insert unifying idea based on the claim) ***because*** (explain how your evidence relates to the claim by articulating the assumptions that must be accepted to consider the evidence as valid).

This evidence proves the limitations of Boorstin's binary definitions **because** the characteristics of the colonies and their actions demonstrate all elements of dissent; yet, rather than killing democracy—as Boorstin argues actions of dissention do—the revolution itself begot a new model of it. Essentially, the colonies viciously quarreled, were out-numbered, and desired complete separation from Britain because they felt as though they were not accurately classified as a part of it. Thus, if all of this is true, yet fitted into Boorstin's claim that dissent is the cancer to democracy, the direct contradiction between the evidence and his claim suggests that the distinction he makes isn't entirely valid.