Writing an Argument Summary: *Rhetorical Précis*

Students must learn how to analyze arguments—whether they are written or spoken—and accurately describe the rhetorical techniques used in the work. One way to prepare students for this type of thinking is to engage them in a reading and writing exercise called a rhetorical précis. There are two purposes for a rhetorical précis: the first, to practice writing a concise summary of an argument; and the second, to demonstrate comprehension of the complexities and nuances inherent in sophisticated discourse. The rhetorical précis includes five parts. The following outlines the information you should include in each of the five parts.

**Part 1:** Introduce the writer or speaker, the text, and the central claim.

**Part 2:** Explain how the author develops or advances the argument.

**Part 3:** State the author’s purpose in writing the text.

**Part 4:** Describe the intended audience and the author’s relationship to the audience.

**Part 5:** Explain the significance of the work.

Rhetorical Précis: *Template*

In

 (Include the following: author’s first and last name, type of text, title of work)

##  argues that

 (author's last name)

## He/ she claims that

##  this claim by first

 (He/She) (supports/develops) (Explain what the author is doing: verb)

## Then

## And finally,

 's purpose is to

(author's last name)

in order to

establishes

 (He/She) (Describe the tone of the author: formal, sarcastic, critical, etc.)

for

 (What is the relationship between the author and his/her audience?)

This work is significant because

List of Words to Describe an Author’s Tone

Students can use this list when completing the rhetorical précis or while doing similar work.

|  |  |
| --- | --- |
| **Tone** | **Meaning** |
| apologetic | sorry |
| appreciative | grateful; thankful |
| concerned | worried or interested |
| critical | finding fault |
| curious | wanting to find out more |
| defensive | defending |
| direct | straightforward; honest |
| disappointed | discouraged; unhappy because something went wrong |
| encouraging | optimistic |
| enthusiastic | excited; energetic |
| formal | respectful, appropriate behavior |
| frustrated | angry because of not being able to do something |
| hopeful | looking forward to something; optimistic |
| humorous | funny |
| informal | not formal; relaxed |
| inspirational | encouraging; reassuring |
| ironic | different from what is expected or the opposite of what is meant  |
| judgmental | judging others; critical |
| lighthearted | happy, carefree |
| mocking | scornful; ridiculing; making fun of someone |
| negative | unhappy; pessimistic |
| neutral | neither good nor bad; neither for nor against |
| nostalgic | thinking about the past; wishing for something from the past  |
| objective | without prejudice; without discrimination; fair |
| optimistic | hopeful; cheerful |
| pessimistic | seeing the bad side of things |
| sarcastic | scornful; mocking; ridiculing |
| satirical | making fun of something to show its weakness or teach a lesson |
| sentimental | thinking about feelings, especially when remembering the past |
| sincere | honest; truthful; earnest |
| sympathetic | compassionate; understanding of how someone feels |
| urgent | insistent; saying something must be done soon |

# SAMPLE PRЀCIS

In her essay “Don’t Take Valuable Space in My School,” Jenny While, a senior at El Cajon Valley High School, *argues that* students who are unmotivated and misbehaved take away from the learning environment and cause teachers to slow down and lower expectations. According to While, these “space-takers take away valuable instructional time,” leaving little for those who want to learn. *She supports this claim by first* describing the types of students who “take up space” in her school. *Then,* she makes a connection between her school’s poor performance on state and local exams and the “space-takers” who have done very little to prepare themselves for these high stakes tests. *Toward the end of the essay,* While challenges the effectiveness of No Child Left Behind (NCLB) and outlines its limitations. While’s *purpose is to* call attention to the flaws in educating all students—especially those who outwardly reject the opportunity—*in order to* prompt schools and districts to formulate practical solutions for low-performing students while taking care of those who want to learn. *She establishes* a formal tone for educators, politicians, and other concerned parents who have children in high school. Although she is writing to an adult audience, her message extends to her peers—high school students. *This work is significant because* it challenges those in education to rethink classroom dynamics. Specifically, she addresses how the various skill levels and attitudes in one classroom can affect the quality of learning.