**Planning and Organizing: Rhetorical Analysis Essay**

 **I. OREOS**

1. **MAKING OREOS, ONE LAYER AT A TIME!**

The pattern for creating one OREO layer (CD+CM+CM) is demonstrated nicely in the AP Lang lesson videos 1-3 as a 5-step formula that focuses on the RHETORICAL SITUATION (speaker/writer, audience, occasion/context surrounding the text, and the persuasive purpose of the speaker/writer aka the **SOAPS** in SOAPSTONES we learned about).

**The 5-step formula consists of:**

1. Evidence (CD) from the text
2. Explanation/Introduction of the CD-which is basically the “lead in” to set up and introduce the CD. It also helps you avoid quote bombs!
3. Commentary (CM) about the writer-what do we know about the writer/speaker based on the text?
4. Commentary (CM) about the audience-what do we know about the audience based on the text?
5. Extra Commentary (CM) about why the CD is persuasive to the speaker/writer’s intended audience.

**IN SUM**

1. The 5 step analysis model in the videos is basically the same as **one** of our OREO layers. **In your Rhetorical Analysis Essay, you should try for 3 DOUBLE LAYER OREOS or 2 TRIPLE LAYER OREOS☺**
2. The “Rhetorical Situation” discussed in the videos and tied to the Sophistication Point on the rubric is the same as the **SOAPS** in SOAPSTONES ☺
3. **HERE IS A SAMPLE of 1 OREO LAYER as taught in the AP lesson videos 1-3 using the Abigail Adams letter**
4. CD (concrete detail/quote/evidence from the text) of a **rhetorical choice** made by the writer
5. Explanation/Introduction of the CD-which is basically the “lead in” to set up and introduce the CD. It also helps you avoid quote bombs!

3. COMMENTARY: Analyze for **Writer**- see CM Stretcher #4

4. COMMENTARY: Analyze for **Audience**-see CM Stretcher #1

5. EXTRA COMMENTARY: Describe **why** the rhetorical choice is persuasive to the intended audience’s beliefs/values/emotions **AND** how it achieves the writer/speaker’s purpose(s). **I like this extra CM that specifically discusses the persuasiveness of the CD.**

**ADDRESSING WRITER AND AUDIENCE WILL HELP YOU GET THE SOPHISTICATION POINT AS DESCRIBED ON THE RUBRIC ROW C, #1** “Explaining the significance or relevance of the writer’s rhetorical choices (given the rhetorical situation).”

1. **NOW, TO COMPLETE A DOUBLE STUFFED OREO…**YOU NEED TO **ADD A 2ND LAYER**

**HERE’S A SUGGESTED 2ND LAYER USING OTHER CM STRETCHER STRATEGIES.**

1. CD (concrete detail/quote/evidence from the text) of a **rhetorical choice** made by the writer

1. Explanation/Introduction of the CD-which is basically the “lead in” to set up and introduce the CD. It also helps you avoid quote bombs!

3. COMMENTARY: Analyze for **Word Isolation**- see CM Stretcher #7

4. COMMENTARY: Analyze for **Critical Approach/Filter**-see CM Stretcher #8

5. EXTRA COMMENTARY: Describe **why** the rhetorical choice is persuasive to the intended audience’s beliefs/values/emotions **AND** how it achieves the writer/speaker’s purpose(s).

1. **NOW, TO COMPLETE A TRIPLE STUFFED OREO…**YOU NEED TO **ADD A 3RD LAYER**

**HERE’S A SUGGESTED 3RD LAYER USING OTHER CM STRETCHER STRATEGIES.**

1. CD (concrete detail/quote/evidence from the text) of a **rhetorical choice** made by the writer

2. EXPLANATION OF CD: Brief explanation or paraphrase of the CD *as needed.*

C. COMMENTARY: Analyze for **Theme or Universal Connections**- see CM Stretcher #5 or #2

D. COMMENTARY: Analyze for **Multiple Possible Interpretations of CD**- see CM Stretcher #6

5. EXTRA COMMENTARY: Describe **why** the rhetorical choice is persuasive to the intended audience’s beliefs/values/emotions **AND** how it achieves the writer/speaker’s purpose(s).

**\*\*\*SANDWICHED BETWEEN YOUR INTRO AND CONCLUSION PARAGRAPHS, TRY FOR EITHER THREE “Double stuffed” OREOS or TWO “Triple stuffed” OREOS. AT THE VERY LEAST, GET TWO “double stuffed” OREOS.**

**II. INTRODUCTION PARAGRAPH & THE ALL IMPORTANT THESIS STATEMENT**

**THE INTRODUCTION PARAGRAPH TO A RHETORICAL ANALYSIS ESSAY**

* **AT&T** intro: make sure to mention in your intro paragraph the **A**uthor name, the **T**itle or **T**ype of text, and your all-important **T**hesis statement:
	+ If you are doing **two** TRIPLE OREOS, then you will identify two rhetorical choices the writer/speaker makes in the text in your thesis.
	+ If you are doing **three** DOUBLE OREOS, then you will identify three rhetorical choices in your thesis.
* If time, add in an **interesting lead/opening sentence and a bit of context or background** at the beginning of your essay to jazz it up. I have provided a link on the website to download and print a document called *Story Leads.* They were originally designed to help my journalism students, but you an easily adapt them for essays!
* According to the **AP Rubric,** you MUST respond to the prompt with a **defensible thesis** (meaning, it’s a statement or claim that you can prove with CDs and CMs) that **analyzes the writer’s rhetorical choices.**

**Here is a SAMPLE THESIS STATEMENT for a two TRIPLE OREOS essay based on the Letter from Birmingham Jail. The two rhetorical choices are in red and will become the topic sentences of your two triple layer OREO body paragraphs:**

**Martin Luther King, Jr. adeptly pinpoints specific references to Biblical verse and pours forth a passionate appeal to justice long overdue for the purpose of advocating for resistance to injustice through non-violent disobedience.**

**Here is a SAMPLE THESIS STATEMENT for a three DOUBLE OREOS essay based on the Letter from Birmingham Jail. The three rhetorical choices are in red and will become the topic sentences of your three double layer OREO body paragraphs:**

**Martin Luther King, Jr. adeptly pinpoints specific references to Biblical verse, differentiates between secular/man-made law and divine or moral law, and pours forth a passionate appeal to justice long overdue for the purpose of advocating for resistance to injustice through non-violent disobedience.**

**WHERE TO FIND THE RUBRIC FOR THE ESSAYS-YOU WILL BE WRITING ESSAY #2, RHETORICA ANALYSIS**

<https://apcentral.collegeboard.org/pdf/ap-english-language-and-composition-frqs-1-2-3-scoring-rubrics.pdf>

**III. WRITING TIPS**

1. **SPEED TIPS**
* Read the prompt carefully twice, circling key words that indicate what you are supposed to cover in your essay. AP=Answer the Prompt!
* ANNOTATE for SOAPSTONES (see below) as you read to find “best of show” quotes, find effective rhetorical strategies/choices, analyze the writer’s purpose and exigence, and identify and analyze the intended audience of the provided text.
* To save time, don’t copy long quotes into your essay. Instead…
* Use the ELLIPSIS (…)
* Cite or refer to the LINE OR PARAGRAPH NUMBERS vs. copying long quotes.
* Be careful not to fall into the trap of REDUNDANCY, where you waste time just repeating/rephrasing the same thing.
* Keep your analysis moving FORWARD, building it with CDs and CMS like a LEGO bridge from Intro to Conclusion.
* If you find yourself running short of time, shoot for a MINIMUM of 2 DOUBLE STUFFED OREOS.
1. **CHOOSING THE BEST QUOTES FROM THE TEXT FOR YOUR CDS**
* Choose CDs that are strong examples of the rhetorical choices you have identified in the text; choose CDs that are meaty enough to get some good CMs out of!
* DO NOT start a sentence with a direct quote-that’s a **quote bomb.** You need to lead into your quote.
1. **USE YOUR OREO RESOURCES TO BUILD DOUBLE OR TRIPLE LAYERED BODY PARAGRAPHS**
* Remember the 5 step format to build a single layer in your OREO previously outlined, and use a VARIETY of CM STRETCHERS!
* Have your 8 CM STRETCHERS paper out on your desk when you write your essay!
* Use your COMMENTARY VERBS and TRANSITIONS to build OREOS that read smoothly and logically
1. **NO COUNTERCLAIM PARAGRAPH NEEDED ON A RHETORICAL ANALYSIS ESSAY!**
2. **GETTING THAT ELUSIVE “SOPHISTICATION” POINT-3 paths possible to that hard-to-get point:**
3. ***“Explain the significance or relevance of the writer’s rhetorical choices (given the rhetorical situation).”*** THE FIRST OREO LAYER SAMPLE LISTED ABOVE IN PART I, LETTER B. will do this. **MAKE SURE TO INCLUDE THIS LAYER SOMEWHERE IN YOUR ESSAY’S OREOS so you have a shot at the Sophistication Point.**
4. ***“Explaining a purpose or function of the passage’s complexities or tensions.”* WE WILL DISCUSS WHAT THIS MEANS BEFORE THE TEST. HOPEFULLY THERE WILL BE SOME AP VIDEO LESSONS THAT GUIDE US. IF NOT, I WILL FIGURE IT OUT.**
5. ***“Employing a style that is consistently vivid and persuasive.”*** This is in reference to YOUR WRITING STYLE in your essay. ***“Vivid”*** means using specific examples over generic ones, demonstrating an elevated academic vocabulary. Don’t use slang, abbreviations, or casual speech, or low level words like “thing” “stuff” “a lot” “OK” “awesome” “good/bad” etc. Keep your tone formal, intelligent, and straightforward. As for ***“persuasive,”*** that means you are stating a clear argument in your thesis about what rhetorical choices the author uses to achieve his/her purpose (You **MUST** identify at least one purpose—see the two sample thesis statements above in Part II: Introduction Paragraph.) It means you build solid OREOs with well-chosen CDs and insightful, varied CMs. It means you don’t go off on tangents, you stick to proving your thesis with every sentence you write. It means that your CDs and CMs are convincing.