

Name: _____

Date: _____

AP Language and Composition

Rhetorical Analysis Outline (SPACE CAT)

Text: _____

Author's Purpose: _____

Main Idea	Details
<p>¶ 1 Rhetorical Situation</p> <p>S <u>G</u> – General <u>S</u>peaker, <u>C</u>ontext</p> <p>P</p> <p>A <u>S</u> – Specific <u>E</u>xigence, <u>P</u>urpose</p> <p>C</p> <p>E <u>T</u> – Thesis <u>A</u>udience</p>	<p>(Writer's credentials), (writer's first and last name), <i>in his/her</i> (type of text), (title of text), (strong verb) (writer's subject).</p> <p>(Writer's last name)'s <i>purpose is to</i> (what the writer does in the text).</p> <p><i>He/she adopts a[n]</i> (adjective describing the attitude/feeling conveyed by the writer) <i>tone in order to</i> (verb phrase describing what the writer wants readers to do/think) <i>in his/her</i> (intended audience).</p>
<p>¶ 2 Using Rhetoric</p> <p>C</p> <p>A</p> <p>T</p> <p>1. SECTION (OF TEXT)</p> <p>2. RHETORICAL STRATEGY(S) <u>C</u>hoices – <i>Diction, Syntax, Imagery/Allusion, Figurative Language</i></p> <p>3. PURPOSE</p> <p>4. EFFECT <u>T</u>one → <u>A</u>ppeals → Ethos Pathos Logos</p>	<p>1. Identify which section of the text you are discussing and the main idea of that section.</p> <p>(Writer's last name) (transition word) <i>his/her</i> (type of text) <i>by</i> (strong verb) <i>that</i> (main idea of this section of the text).</p> <p>2. Conveys the writer's support for the main idea by identifying and providing a specific example for one rhetorical strategy used by the writer.</p> <ul style="list-style-type: none"> • [This sentence is repeated if you want to discuss more than one rhetorical strategy.] <p>3. Explain how the rhetorical strategy(s) you discussed in the previous sentences help the writer achieve his purpose using an <i>in order to</i> statement.</p> <p>4. Identifies <u>the effect</u> of the writer's use of these rhetorical strategies <u>on the audience</u>.</p>
<p>¶ 3 Conclusion</p> <p><u>T</u> – Thesis Statement (restate)</p> <p><u>S</u> – Summarize points made</p> <p><u>G</u> – General Statement</p>	<p>The conclusion is probably the easiest part. Be brief. In one-two sentences, simply remind your reader of the things you said in the introduction.</p>

Strong vs. Weak Verbs

To help you move away from summary and toward ANALYSIS, you need to begin to incorporate strong verbs into your writing when discussing the writer's rhetorical choices. Below is a list of verbs that are considered weak because they imply summary and a list of verbs that are considered strong because they imply analysis. Strive to use the stronger verbs in your essays to help push yourself away from summary and toward analysis: "The writer flatters..." NOT "The writer says..."

WEAK VERBS (Summary)

Says	tells	explains	shows
Relates	goes on to say	this quote shows	states,

STRONG VERBS (Analysis)

implies	suggests	compares	emphasizes	defines	vilifies
trivializes	flatters	denigrates	lionizes	demonizes	establishes
qualifies	dismisses	supports	admonishes	narrates	minimizes
analyzes	enumerates	expounds	lists	praises	ridicules
describes	questions	contrasts	argues	warns	processes
Acknowledge	Address	Analyze	Apply	Argue	Assert
Augment	Broaden	Calculate	Capitalize	Characterize	Claim
Clarify	Compare	Complicate	Confine	Connect	Consider
Construct	Contradict	Correct	Create	Convince	Critique
Declare	Deduce	Defend	Demonstrate	Deny	Describe
Determine	Differentiate	Disagree	Discard	Discover	Discuss
Dismiss	Distinguish	Duplicate	Elaborate	Emphasize	Employ
Enable	Engage	Enhance	Establish	Evaluate	Exacerbate
Examine	Exclude	Exhibit	Expand	Explain	Exploit
Express	Extend	Facilitate	Feature	Forecast	Formulate
Fracture	Generalize	Group	Guide	Hamper	Hypothesize
Identify	Illuminate	Illustrate	Impair	Implement	Implicate
Imply	Improve	Include	Incorporate	Indicate	Induce
Initiate	Inquire	Instigate	Integrate	Interpret	Intervene
Invert	Isolate	Justify	Locate	Loosen	

To help you move chronologically through the text, there are **transition words** you can use. A few of them are listed below:

Begins	opens	closes	contrasts	Shifts to	juxtaposes	ends
moves to						