PURPOSEFUL ANNOTATIONS

Rhetoric: Using Language to Construct Meaning

Methods of Development (What Is the Author Doing?)

- 1. Narration/Description: telling a story (plot elements)/ appealing to the senses
- 2. **Problem/Solution:** identifying something wrong and offering potential a remedy
- 3. **Process analysis:** explaining how something is done
- 4. Compare and Contrast: Observing similarities and differences
- 5. **Division and classification:** separating things into categories
- 6. **Cause and Effect:** observing instigating moments and their outcomes (consequences)
- 7. **Definition:** Establishing a common meaning
- 8. **Exemplification:** providing evidence

Classical Model (The Why!)

- 1. THE WEB (EXORDIUM): The area of the argument that is high interest and draws the audience into the topic.
- 2. BACKGROUND INFORMATION (NARRATIO): The area of the argument that exposes why the discussed topic is important. This details what has led to the speaker making the claim about to follow.
- 3. PARTITION (PARTITIO): The area of the argument where the speaker focuses on presenting his or her claim after revealing what others have said about the topic at hand
- 4. CONFIRMATION (CONFIRMATIO): The area(s) of the argument that support the claim presented by the speaker.
- 5. REFUTATION (REFUTATIO): The area of the argument where the speaker looks at the merits of others' perspectives yet maintains his/her position by proving these perspectives incorrect.
- 6. SO WHAT? (PERORATIO): The area of the argument that connects its observations to other issues in the world. Or, the area where the reader is left with a call to action.

Rules for Reading

The following are steps that will help you read analytically. Note that these steps are not necessarily in chronological order. Students need to learn how to do most of these tasks as they read. Also note, however, that some of these steps do lend themselves to some chronological order. (e.g. I wouldn't expect students to identify holistic tone or holistic purpose before actually reading the WHOLE piece.) This is why I have broken down the steps into two sections: *While Reading* and *After Reading*.

1. WHILE READING

- A. Divide the reading into relatable sections. There is no correct answer as to how many sections the text actually has, but rather, you need to justify why you broke the reading into the sections that you do.
- B. Identify and mark discourse markers that suggest any shifts the speaker makes. These may be shifts in chronology, shifts in tense, shifts in point of view, shifts in examples, shifts with words that suggest contrast, etc.
- C. As you read, down the right-hand side of the page (or column for test materials), identify where the particular section of text would fit in the Classical Structure. All solid arguments contain Classical elements, even if not in Classical order.
- D. As you read, down the left-hand side of the page (or column for test materials), try to identify the speaker's Method(s) of Development. Remember some sections of text may have qualities of different methods; English is like nesting dolls, not like boxes: things in English may fit inside one another.
- E. In each section try to label what the speaker is doing. Focus on identifying 1-2 things s/he is doing with the language. Rely on your knowledge of Methods of Development and the Classical structure to choose your verbs (and look at the powerful verb sheet). Consider using this template:

In this section (insert speaker's last name) (powerful verb(s) from the verb list) (summarize the language in that particular section).

e.g.

In this section, Bush graphically recounts the vicious attacks which happened earlier that day.

2. AFTER READING

- A. Identify the author's tone. Consider the holistic tone of the piece, but also recognize that if the subject changes within the piece, you will also want to identify the tone shift(s) associated with such.
- B. Identify the holistic purpose: what the audience is supposed to UNDERSTAND and DO after experiencing the whole piece.
- C. Identify the purpose of your individual sections: that is, ask yourself this question: "If I look at only this section, what parts of the holistic purpose does this relate to?"

e.g.

Holistic Purpose:

Bush delivers his post-9/11 speech in order to unite the divided American public in their suffering and desire for justice, ultimately moving the U.S. public to have hope as they prepare for war.

Sectioned Purpose:

In this section, Bush initially repeats communal pronouns and pairs them with antagonistic images in order to unite the American public in their current suffering.

Sectioned Purpose:

"Bush surreptitiously references the current state of the armed forces in order to suggest the need for potentially violent retaliation."

Rhetorical Verbs

Words to Give "Uses" a Break

METHODS OF DEVELOPMENT	CLASSICAL ARGUMENT STRUCTURE (CLASSICAL)	OTHER VERBS OF MERIT	
	5 11 00 1		
Narration	Exordium & Background		
1. Narrates	1. Creates	1. Reasons	
2. Chronicles	2. Initiates	2. Evokes	
3. Recounts	3. Introduces	3. Elicits	
	4. Illustrates	4. Implies	
Description	5. Incites	5. Addresses	
4. Describes	.	6. Provides	
5. Depicts	Partition	7. Distinguishes	
6. Details	6. Presents	8. Demonstrates	
Forever lift and an	7. Develops	9. Provokes	
Exemplification	8. Claims	10. Maintains	
7. Exemplifies	9. Segues	11. Repeats	
8. Provides		12. Avoids	
	Confirmation	13. Excludes	
Compare and Contrast	10. Confirms	14. Focuses	
9. Compares	11. Supports	15. Incites	
10. Contrasts	12. Rationalizes	16. Inspires	
11. Juxtaposes	13. Legitimizes	17. Ridicules	
12. Likens		18. Opposes	
	Refutation	19. Assumes	
Classification and Division	14. Challenges	20. Speculates	
13. Divides	15. Refutes	21. Sympathizes	
14. Classifies	16. Defends	22. Alludes	
15. Categorizes	17. Retorts	23. Exposes	
16. Characterizes		24. Reveals	
	So What?		
Definition	18. Pleads		
17. Defines	19. Instigates		
	20. Clarifies		
Process Analysis	21. Implies		
18. Initiates	22. Posits		
19. Provides	23. Calls to Action		
20. Analyzes	24. Questions		
	25. Considers		
Cause and Effect	26. Concludes		
21. Causes	27. Empowers		
22. Affects			
23. Influences			
24. Instigates			
Problem/Solution			
25. Highlights			
26. Presents			
27. Solves			
USES	EMPLOYS	UTILIZES	