**Rhetorical Reader Response**

**A Weekly Independent Journal**

The purpose of this long term assignment is to encourage the rhetorical reading and writing that will be required of you in college. Rhetorical reading calls attention to the author’s intentions on readers and focuses on how texts work to change readers’ minds. As you read, you’re not just learning about the world; rather, you’re learning about the author’s worldview demonstrated in the text. Please realize that some of these readings may be outside your comfort range in reading level and/or subject matter. If this occurs, please address any concerns to me directly.

**Reading**

1. Do a fast preview of the text for as much information as possible – length, complexity, original publication context, author, time required to read it thoroughly, etc.
2. Slowly and carefully read the essay, take marginal notes so you’ll remember your reactions (or use post-it notes). Jot down any questions you have.

**Writing**

1. Write a rhetorical précis **in your own words** (with no words borrowed directly from the text) using the following format:
2. **Sentence 1:** Name the author, title of the work, and the author’s credentials (ethos); a rhetorically active verb (such as claims, argues, asserts, defines, explores or suggests – see handout on Active Verbs); and a “that” clause containing the major assertion, main idea or thesis in the work.
3. **Sentence 2:** An explanation of how the author develops and supports the thesis (i.e. evidence) usually in chronological order.
4. **Sentence 3**: A statement of the author’s apparent purpose, followed by an “in order to” phrase.
5. **Sentence 4**: A description of the intended audience and/or their relationship the author establishes with the audience. Here is where you also discuss the tone of the article.
6. Write your **response** to the text. Do you agree? Why or why not?
7. Write an analytical paragraph that explains your response; meaning make an interpretative claim about the text and support it. Use plenty of examples from the text, citing as appropriate and then elaborate on your own point using the essay as a springboard. Use the Derek Bok essay as an example to model.

**Format**

Academic – be concise and analytical. Choose words carefully, and revise sentences to include the most meaning. Aim for one page in length, typed, double-spaced to be submitted to Turnitin.com .

**Grading**

Though this is technically a weekly assignment, I will not be checking Turnitin.com until four essays have been analyzed. Meaning about once a month (it will be on the syllabus), I will announce the due date for the four essays and you must have all four essays analyzed and submitted to Turnitin.com by that morning. **On that day you will also have a quiz on all four essays**. This is the type of assignment you will encounter in college, one that requires good time management. I suggest completing the readings weekly so you do not fall behind. As you have a monthly syllabus with all the assignments/ essays listed and available online, stating “technological difficulties” (I.e. “my internet was down”) is not a valid excuse – **USE YOUR TIME WISELY**!!!

**Verbs in Academic Discourse**

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| --- | --- | --- | --- | --- |
| accentuates  accepts  achieves  adopts  advocates  affects  alleviates  allows  alludes  analyzes  approaches  agues  ascertains  asserts  assesses  assumes  attacks  attempts  attributes  avoids  bases  believes  challenges  changes  characterizes  chooses  chronicles  claims  comments  compares  completes  concerns  concludes  condescends  conducts  conforms  confronts  considers  contends  contests | defends  defines  defies  demonstrates  denigrates  depicts  describes  details  determines  develops  deviates  differentiates  differs  directs disappoints  discovers  discusses  displays  disputes  disrupts  distinguishes  disputes  disrupts  distinguishes  distorts  downplays  dramatizes  elevates  elicits  empathizes  encounters  enriches  enumerates  envisions  evokes  excludes  expands  experiences  explains  expresses  extends | extrapolates  fantasizes  focuses  forces  foreshadows  functions  generalizes  guides  heightens  highlights hints  holds  honors  identifies  illustrates  imagines  impels  implies  includes  indicates  infers  inspires  intends  interprets  interrupts  inundates  justifies  lampoons  lists  maintains  makes  manages  manipulates  minimizes  moralizes  muses | notes  observes  opposes  organizes  overstates  outlines  patronizes  performs  permits  personifies  persuades  ponders  portrays  postulates  prepares  presents  presumes  produces  projects  promotes  proposes  provides  qualifies  questions  rationalizes reasons  recalls  recites  recollects  records  recounts  reflects  refers  regards  regrets  rejects  represents  results  reveals | ridicules  satirizes  seems  sees  selects  serves  specifies  speculates  states  strives  suggests  summarizes  supplies  supports  suppresses  symbolizes  sympathizes  traces  understands  understates  uses  vacillates  values  verifies  views  wants  wishes |