

Name: \_\_\_\_\_

Rhetorical Assignment 1

American Studies

Ten Eyck

**Goal:** Explore the rhetorical process by creating multiple drafts of an essay, transferring the essay into a speech outline, and performing a rhetorical speech.

**Instructions:** Thursday night (11/12/09), pick a topic and a side to take a stance on from the class list. This weekend (11/13-15) write a first draft of a rhetorical essay on your chosen topic. Monday night (11/16/09), rewrite a second draft of your essay using input from class discussion. Grading drafts are due in class on Tuesday (11/17/09). Wednesday night (11/18/09) rewrite your essay into the correct speech format as discussed in class. Come to class prepared to give your rhetorical speech on Monday (11/23/09).

**Essay Grading** – all categories out of 5:

\_\_\_\_\_ **Planning and research** – completeness of first draft, quality of editing and revising notes, level of editing and revising reflected in second draft: \_\_\_\_\_

\_\_\_\_\_ **Structure** – Use of introduction, body paragraphs, conclusion, logical ordering of ideas, paragraph and sentences used correctly, thesis and main ideas, specific supporting details: \_\_\_\_\_

\_\_\_\_\_ **Writing Style/Personal Investment** – Ability to connect with audience and effectively communicate viewpoint using rhetorical devices and syntax: \_\_\_\_\_

\_\_\_\_\_ **Vocabulary** – use of words meant to stir your audience to your point of view: \_\_\_\_\_

\_\_\_\_\_ **Grammar and Spelling** – Percentage of unintentional mistakes in finished product: \_\_\_\_\_

\_\_\_\_\_ / 5 = \_\_\_\_\_ converts to percentage: \_\_\_\_\_ essay grade

**Rhetorical Speech Grading** – all categories out of 5:

\_\_\_\_\_ **Speech Outline Notes** – effort and completion of speech outline, correct structure and information pattern: \_\_\_\_\_

\_\_\_\_\_ **Speech preparation** – participation in speaking exercises and willingness/ability to improve: \_\_\_\_\_

\_\_\_\_\_ **Formal Speech** – level of posture, eye contact, vocal control: \_\_\_\_\_

\_\_\_\_\_ / 3 = \_\_\_\_\_ converts to percentage: \_\_\_\_\_ class participation grade

5 = Beyond grade level expectations, achievement is exceptional and personalized. Excellent.	100+
4 = Above grade level expectations, achievement shows personal investment. Very good.	87-99
3 = Average grade level expectation, achievement follows basic assignment guidelines. Good.	74-86
2 = Below level expectations, achievement does not meet basic assignment guidelines. Needs much revision.	60-73
1 = Grade 8 or lower expectations, achievement show little effort or progress. Needs to be completed.	50-59
0 = Non-existent or virtually non-existent. Intervention possibly needed to earn credit for class.	X < 50