

Essay #2: Speech Analysis/Evaluation

For this essay, you will analyze and evaluate a political speech.

I. Basic Requirements:

- Essay needs to be **six pages** in length, and you need a works-cited page (essay then needs to be seven pages total).
- Chose a speech from this website:
<http://www.americanrhetoric.com/speechbank.htm>. Use the Speech Index (red background, top left) to locate a speech.
- Submit essay in **Turnitin**
- Finally, use MLA header:

Your Name	Your last name 1
Dr. Martin	
English 1301	
Day Month Year	
Title of your Essay	
Begin essay here	

II. Specifics:

Analysis and Evaluate:

1. Definition of “analysis”:
 - a. The breaking up of anything complex into its various simple elements
 - b. A method of studying the nature of something or of determining its essential features and their relations
2. Definition of “evaluate”:
 - a. An act or instance of evaluating or appraising.

- b. An act of judging or determining the significance, worth, or quality of; assessment.

You have three “options” or directions/tracks:

#1: Examine the speech for techniques/elements (irony, metaphors, tone [e.g., sarcasm]) and evaluate their effectiveness and that of the overall speech:

- i. Introduction
- ii. Irony
 - 1. Example 1
 - 2. Example 2
- iii. Comparisons/metaphors/similes
 - 1. Example 1
 - 2. Example 2
 - 3. Example 3
- iv. Sarcasm
 - 1. Example 1
 - 2. Example 2
- v. Rhetorical Question
 - 1. Example 1
 - 2. Example 2
 - 3. Example 3
- vi. Conclusion

***You do **not** have to write about these techniques/elements—this outline is just an example!!!!!!

#2: Examine the speech for appeals to ethos, pathos, **and/or** logos and evaluate their effectiveness and that of the overall speech:

one or two paragraphs about each appeal

- i. Introduction
- ii. Logos
 - 1. Example 1
 - 2. Example 2
 - 3. Example 3
- iii. Pathos
 - 1. Example 1
 - 2. Example 2
 - 3. Example 3
- iv. Ethos
 - 1. Example 1
 - 2. Example 2
 - 3. Example 3
- v. Conclusion

***Your essay needs to be **more** than five paragraphs long, AND you do **not** have to write about ethos, pathos, **and** logos in every paragraph—this outline is just an example!!!!!! One paragraph can just be about ethos and logos and another just about pathos, or the entire essay can only be about logos, ethos, OR pathos.

#3: ORGANIZE YOUR ESSAY by the subjects/topics of the speech and analyze/evaluate each subject/topic according to #1 or #2 above:

(#1 from above)

if the speech concerns several subjects/topics, such as economics, foreign policy, and civil rights, then organize paragraphs accordingly:

- i. Introduction
- ii. Economics
 - 1. pathos
 - 2. ethos
 - 3. logos
- iii. Foreign Policy
 - 1. pathos
 - 2. ethos
 - 3. logos
- iv. Civil Rights
 - 1. pathos
 - 2. ethos
 - 3. logos
- v. Conclusion

***Your essay needs to be **more** than five paragraphs long, AND you do **not** have to write about ethos, pathos, *and* logos in every paragraph—this outline is just an example!!!!!! The economics paragraph can just be about ethos and logos and the foreign policy paragraph just about pathos, and so on.

OR

(#2 from above)

- i. Introduction
- ii. Economics
 - 1. Irony
 - 2. Comparisons/metaphors/similes
- iii. Foreign Policy
 - 1. Sarcasm
 - 2. Comparisons/metaphors/similes
- iv. Civil Rights
 - 1. Irony
 - 2. Rhetorical questions
 - 3. Comparisons/metaphors/similes
- v. Conclusion

***Again, this outline is just an example!!!!!! You do not have to analyze/evaluate these specific subjects/topics or these specific techniques/elements.

***You cannot write about “Letter from Birmingham Jail” (which is not a speech anyway).

III. Tips:

1. Make sure the speech is long enough to write a **six-page** analysis of it. You may also compare/contrast two speeches by the same orator OR two speeches about the same topic.
2. Do not write a summary of the speech. Summary ≠ analysis
3. Do not write a report about the topic of the speech and/or about the speaker. That is, do not write an essay about global warming and/or Al Gore (or your opinions of either).
4. The two key ingredients here are WHY and HOW: these ingredients are actually very similar—just consider them two different ways of analyzing/evaluating your speech.

I. Explain WHY the speaker does what he/she does: explain the purpose in giving a statistic, a personal reference, or a sad story. That is, explain why the speaker would make this point . . . would include this detail, statistic, personal reference, or sad story.

II. However, do not only explain the why—the speaker's purpose or what he/she does (or is trying to do), but also explain the HOW: how he/she does it. With facts or irony? With rhetorical questions? By pointing out fallacies in the "opponent's" claims/arguments? With word pictures? With metaphors? That is, do not just explain what the speaker means and do not only point out that the passage inspires hope, for example, but explain HOW (and WHY) the passage inspires hope. What about the words are hope-inspiring?

In other words, and to offer another example, do not simply note that the speaker makes a comparison—do not just explain the meaning of the speech and of specific examples/passages—but explain HOW (and WHY) the comparison is (in/)effective and what it really means. Do more than simply point out the comparison.

That said, you do need to explain WHAT the passage means—again, however, you also need to explain HOW the passage means. Explain how the rhetorical appeal works—specifically explain what is "appealing" about the passages/words.

Do not just write something like, "So & so appeals to ethos by referencing his war experience" and then move onto another example/point: SLOW DOWN!!!! Go a step further to explain HOW the passage/point does so—how the reference to the war is an appeal to ethos . . . how the speaker is attempting to make the audience like him/her with this point about his/her war experience . . . how the passage works to develop or support the argument being advanced.

Overall, deconstruct the complexity of the metaphors, the allusions, the dramatic language, the imagery, and so on. Carefully explain WHY/HOW the passages work and mean.

Breakdown the language and explain the (1) purpose (2) meaning and (3) (in)effectiveness ↓

In short, for each passage/example that you give, make sure (1) you explain the why: the purpose of the appeal . . . the purpose of the statistic, the personal reference, the sad story, the metaphor and so on (2) you explain the how: how the appeal, statistic, metaphor helps the speech and the argument . . . how the statistic is an appeal to logic, how the reference is an appeal to ethos, how the sad story is an appeal to pathos, how the statistic means. In other words, explain what it is about the particular passage/example that is logical, ethical, or emotional OR what it is about the metaphor or the statistic that strengthens (or weakens) the speech. . . . (3) that makes the speech effective, inspiring, or powerful.

5. Use direct quotations and paraphrases from the speech.
6. Vary your verbs: "invokes," "appeals," "plays up," "draws on," "turns to," etc.
7. Somewhere near the beginning of the essay, provide background information about the speech: when and where it was delivered.
8. In the introduction, give the speaker's full name; from here on, just give his/her last name (no Mr. Mrs., etc.).
9. Think of the assignment like this: you are applying the principles of rhetorical analysis--the various appeals made to, and strategies used for, a particular audience--to explain their meaning and effectiveness AND to explain the meaning and effectiveness of the speech, overall.

IV. Organization/Transitions:

No matter how you organize your essay, you must connect your paragraphs AND your specific points within the paragraphs. That is, you have to connect your paragraphs by way of transition words/phrases AND by way of topic/concluding sentences—these sentences should explain the logic of your essay organization—how and why you have ordered the paragraphs a particular way.

Topic sentences should:

- 1) indicate the main idea or the overall point of the paragraph
 - a. the topic sent. should function as a mini-thesis (thesis//essay, topic sentence//paragraph)
- 2) connect, by way of a transition word or phrase, the new paragraph to

the previous one

Concluding sentences should:

- 1) summarize the main idea/point of the paragraph
- 2) summarize the relationship between the thesis and the paragraph

The concluding sentence should answer the following questions: How does this paragraph relate to and support the thesis statement? What is the overall purpose or goal of this paragraph? What is the role or function of this paragraph in the essay? What is the point of this paragraph? What should the reader learn or take from this paragraph?

In general, introduce each paragraph by identifying which subject/topic/appeal/technique/element the paragraph is about.

Addition: moreover, in addition, furthermore, also, and, too, again, and then, moreover, further, indeed, plus, likewise, besides, jointly, still, equally important, in the first place, next.

Contrast: however, on the other hand, on the contrary, in conclusion, still, nevertheless, regardless, instead, in spite of, but, yet, conversely, although, unlike, be that as it may, but at the same time, despite, even so, even though, however, in contrast, notwithstanding.

Comparison: similarly, also, equally important, in the same way, also, comparably, equally, like, in the same way.

Emphasis: in fact, indeed, of course, after all, actually, certainly, perhaps, surely, naturally, really, to be sure, in truth, very likely, undoubtedly, assuredly without fail, truly, of course.

Examples: for example, for instance, specifically, mainly, that is, thus, an illustration of, even, in fact, to illustrate.

Restatement: in other words, in short, in summary, that is, again.

Result: therefore, consequently, as a result, accordingly, thus, for this reason, on this account, it follows that, hence, so, necessarily, otherwise, then.

Series: first, second, third, next, again, last, primarily, secondarily, in the first place, in the second place, finally, additionally, first and foremost, the former, the latter.

Summary: in conclusion, on the whole, all in all, in summary, finally, all in all, altogether, in brief, in other words, in short, therefore.

Time: first, second, third, next, the next morning, last, last night, finally, afterward, now, then, again, soon, formerly, eventually, subsequently, when, during, after, following, before, after a while, at last, at length, earlier, immediately, in the meantime, in the past, lately, later, an hour later, later that afternoon, presently, shortly, shortly before, at the same time, since, so far, thereafter, until.

<http://www3.uakron.edu/noden/quotes/quotes6/tranword.html>

In general, you should conclude each paragraph by summarizing the overall point/meaning/message of the paragraph.

Within each paragraph, when you switch subjects/topics/appeals/techniques/elements, you have to smoothly lead into the new point. Again, use transition words/phrases (just as you do when “switching” to a new paragraph).

DO NOT BEGIN BODY PARAGRAPHS WITH QUOTATIONS FROM THE SPEECH—THE FIRST FEW SENTENCES OF **YOUR** PARAGRAPH SHOULD BE **YOUR** WORDS AND IDEAS.

V. Helpful Websites:

- Tips for Writing a Rhetorical Analysis (<http://new-www3.uark.edu/qwct/resources/handouts/35%20Tips%20for%20Writing%20a%20Rhetorical%20Analysis.pdf>)
- A Process for Avoiding Deception (<http://www.factchecked.org/ToolsOfTheTrade.aspx>)
- Facts, Values and Worldviews ([http://www.factchecked.org/Downloads/LessonPlans/BackgroundBeliefs/student.handout.1.facts.values.worldviews\(1\).pdf](http://www.factchecked.org/Downloads/LessonPlans/BackgroundBeliefs/student.handout.1.facts.values.worldviews(1).pdf))
- Rhetorical Appeals (Microsoft Word format (<http://english.osu.edu/programs/firstyearwriting/resources/teacher/readingrhetorically/appeals.doc>)
- What is Logos? (<http://web.cn.edu/kwheeler/documents/Logos.pdf>)
- What is Ethos? (http://web.cn.edu/kwheeler/documents/Ethos_Handout01.pdf)
- What is Pathos? (http://web.cn.edu/kwheeler/documents/Pathos_Handout01.pdf)
- What to look for in an oratory (http://library.thinkquest.org/C001146/curriculum.php3?action=item_view&item_id=64)
- Analyzing oratory on paper (http://library.thinkquest.org/C001146/curriculum.php3?action=item_view&item_id=65)
- Analysis of Bush's Inaugural Address (your analysis should be much longer (http://www.associatedcontent.com/article/65459/orwellian_analysis_of_a_political_speech.html)
- Color-Coded Analysis of King's Essay/Letter (http://faculty.millikin.edu/~moconner/writing/Letter_from_Birmingham_Jail.doc)
- This website is for another class, but the information might help you: (<http://webs.lander.edu/sbarnette/english102/102assignments/rhetoricalanalysis.html>)
- This website can help you with analyzing an argument: (<http://commhum.mccneb.edu/argument/summary.htm>)

VI. Example Essays:

Example essays are linked from the “Assignments” section of Blackboard.

VII. Works-Cited Page:

Your last name #

Works Cited

Romney, Mitt. "Faith in America." Texas A & M University, College Station, TX. 06
December 2007. Speech.

****The works-cited page should be on a separate page, at the end of the essay.

****Reminders:

1. Value statements (judgments or opinions) are of little use without evidence and reasoning to support them. Unsupported judgments "prove" nothing, meaning that you need EXAMPLES/SPECIFICS!!!!!!!!!!
2. Every essay needs general claims, evidence/examples, analysis/explanation, and conclusions (so what? what does it all add up to? what is the point? what does all of this mean?)
3. Do more than merely summarize or describe: deconstruct the parts, explain their meaning/significance, explain how/why/what they mean, and evaluate them. In short, do not just point out and recount the details of the speech, but explain their significance/meaning/appeal and how they relate to the overall message/point.