

Sample Graded Student Rhetorical Analysis

Sally Student

BUS714

The purpose of this argument between Gail Collins and David Brooks is to argue about a debate of the Republican presidential candidates made by Mitt Romney and Newt Gingrich. The audience of this argument are people who concern about the Republican presidential candidates and the debate.

**Comment [1]:** Please put the date and the assignment description here

**Comment [2]: Indenting –** Hit the Tab button once to indent the first line of your paragraphs. This is the standard convention for paragraphs in academic work (don't hit the space bar manually to move the line in, by the way – use the tab function instead).

**Comment [3]:** Good. Opening with a clear description of purpose is a very smart strategy for orienting us in the work quickly and directly.

**Comment [4]: Ignorant reader / Text summary introduction**  
Introduce the text you're looking at – never assume your readers will know what you're talking about. They won't, and in any case you will have lost a valuable opportunity to direct our thinking along the channels you want us to go in. We need specific context and direction. What's the article called, what publication does it appear in, when, what type of writing and column is it, etc.

**Comment [5]:** audience *is*  
**SV agree – Subject-Verb agreement.** Subjects must agree with their present tense verbs. For example, in the sentence "Myths defines a culture" the verb *defines* does not "agree" with its subject because it's singular, yet the word *myths* is plural. Both words need to be either singular, or plural – this is called "agreement." In this example, one or the other of those two words will have to drop its "s" in order to agree in number with the other word. **Proofread carefully for this.**

**Comment [6]:** This is also a very smart strategy, describing the intended audience right up front. Good.

They have stucked to the topic ^ and stated their fundamental messages clearly along with supporting ideas. Gail believes that Mitt seems to win because president Obama had organization in the indistinct convention states. Gail prefers debates, but he would not agree with personal attack during the debate. Furthermore, he points out that Newt does not have suitable personality. David thinks that the one who will win the debates are not predictively to be the winner. He gives two examples to illustrate. Although Kerry beat Bush in three debates, while Obama was weak at debates, the final election results were not the same as the one of those debates. Therefore, winning the debates does not ensure the final outcome. In his point of view, the biggest issue of the year will be Europe. America will suffer if European economy crashed.

**Comment [7]:** Not a word. Proofread for spelling errors more carefully.

**Comment [8]:** Vague, unclear, overly general. What are they? Describe them for us briefly here. We don't know until you tell us.

**Comment [9]:** See above note. Summarize these for us briefly. Otherwise, this is mostly useless speech for your reader – the messages and ideas will hold no significance for us if we don't know what they are.

**Comment [10]:** Refer to authors and figures by last name, not first, after you have fully introduced them earlier in your work

**Comment [11]:** Wrong word, wrong tense. Try: *will win*...

**Comment [12]:** VT inconsistency – Verb tense mixing. Do not mix verb tenses like this when discussing the text. Choose one tense and stay in it consistently throughout your discussion. **Proofread carefully for this in your work.**

**Comment [13]:** It's unclear what this means. Can you say it another way or clarify what you mean by "indistinct"?

**Comment [14]:** So, is this a deliberative argument construction, or a forensic one, or a ceremonial one? You missed the main point of this assignment which was to figure out what kind of argument(s) is/are being used in the column in order to understand those strategies better. Please be sure to follow assignment directives as closely and completely as possible.

**Comments & Grade Marks (10 point rubric)**

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A good draft beginning. This work needs attention in two areas: proofreading for sentence errors, which really must happen long before your work gets to me, and closer attention to the assignment instructions. This paragraph was to focus on explicating the argumentative strategies you see being used in the work, but you're not doing that here yet, deciding instead to merely summarize the work for us. Summary will work as opening exposition before you begin your discussion work, but the body of the discussion then needs to move well beyond simple summary and address more directly the various strategies of argument design that are available to you and which we're learning about. I am looking for a paragraph that reads forensic, deliberative, or ceremonial arguments into this column, and then justifies or questions the use of those strategies. Try to engage a bit more deeply with our course text for these assignments, and remember that proofreading is an extremely important step in your process as a thinking and writer too. Language, especially written language, will need to be correct if you are to be taken seriously by clients, employers, colleagues, etc.

Good work, keep working.

You may revise this work and resubmit it for a higher grade if you wish.

<b>Assignment &amp; Proofreading</b>	<b>2/4</b>
<b>Thesis &amp; Argument</b>	<b>2/4</b>
<b>Focus &amp; Clarity</b>	<b>2/4</b>
<b>Development &amp; Support</b>	<b>2/4</b>
<b>Language &amp; Mechanics</b>	<b>2/4</b>

<b>Late (2 pts = -10%)</b>	<b>-/20</b>
<b>Raw total</b>	<b>10/20</b>
<b>Total ÷2 = Final Grade</b>	<b>5/10</b>

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10 = 100% A+	8.5 = 85% B	7 = 70% C-
9.5 = 95% A	8 = 80% B-	6.5 = 65% D
9 = 90% A-	7.5 = 75% C	6 = 60% D-

*\*See the Grading Rubric Explanation within the course for a detailed description of the grading grid each of the marks above corresponds to.*

*\*Late and/or improperly formatted or completed submissions are ineligible for the rewrite option and this grade will stand as the final mark for the assignment. Apply the feedback above to all subsequent submissions.*

*\*Note that I only mark error patterns, not every error – I want you to see what I'm seeing in the essay and then actively apply my remarks to all of your own essay work. Proofread this and subsequent work for these same error patterns before (re)submission. You can review some of the most common error patterns along with detailed explanations of each in Proofreading Notes within the course.*