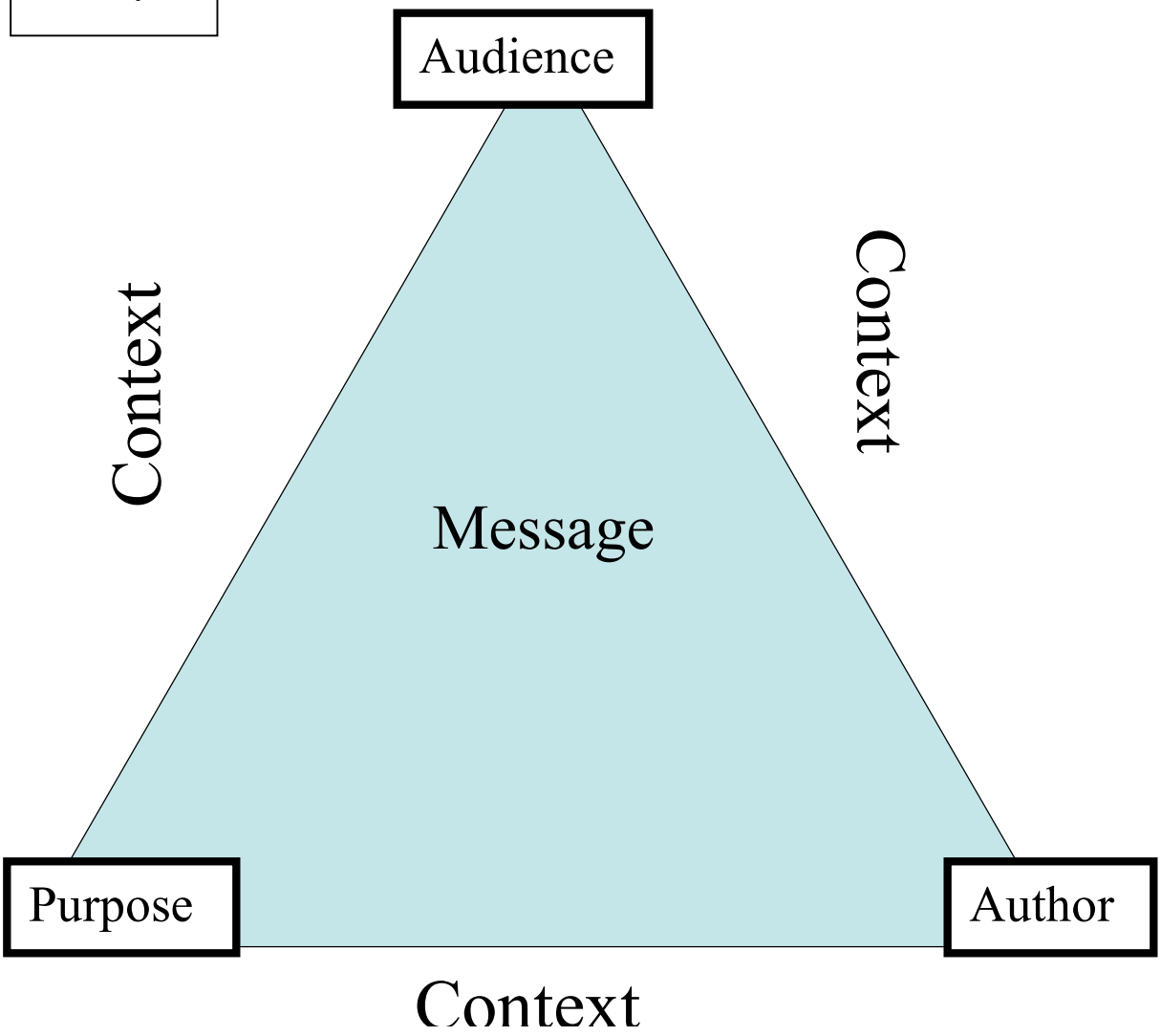
AP Language
Ms. Cody



Three Levels of Analysis

Level One: Looking at the Rhetorical Triangle

1. **Author**
    - Who is the author?
    - Is the author knowledgeable about the subject?
    - Does the author seem fair and balanced by presenting both sides of an argument equally OR does the author seem biased and present only one side of an argument?
    - Do you trust the author? Why and why not?

2. **Audience**
    - Who is the audience for this text?
    - How much does the audience know about this topic?
    - Are they interested in the topic?
    - How does the audience feel about the topic?
    - Does the audience have any prejudices or preconceived ideas before even reading the text?
3. **Purpose**
    - Does the writer propose something?
    - What is the central thesis of the writer's argument?
    - Does the writer want you to do something after reading his/her argument? If so, what?
4. **Context**
    - What are the historical surroundings of the writer?
    - What are the cultural expectations?
    - How does class play a role in the message?
    - How does the venue make a difference?
5. **Message**
    - Adding all of this together, what is the message?

Level Two: Organization and Evidence

Organization

- How is the text organized to maximize its impact?
- How does the writer start the piece? Is there something to get you on his or her side? To defuse you? To energize you?
- How does the writer end the piece? With a call to action? With an observation? What is the power of the ending?
- How does the writer organize the evidence within a piece?

Evidence

- What types of evidence does the author rely on to persuade you?
    - **Logos**- Logical arguments and evidence (head)
    - **Pathos**- Emotional arguments and evidence (heart)
    - **Ethos**- Nature and character of the speaker (Do you trust him/her? Does he/she seem knowledgeable? What is the purpose?)

Level Three: Style

- How does the **diction**, the author's choice of words, influence the writing?
- How does the **syntax**, the study of how the author's sentence structure, connect to the purpose?
- How does the **mood/tone** created contribute to the piece?
- How do the elements of **figurative language** add meaning and emphasis?