

Analytical and Argumentative Essay Rewrite Process

***Paper** – Need to **type** in **MLA format** with an **original title**

*Purdue OWL MLA format - <https://owl.english.purdue.edu/owl/resource/747/13/>

***Intro** – Need to mark and label **3 parts** of the intro

*Analysis – Context / Work and Author / Thesis

*Argument – Lead / Issue / Thesis

***Outro** – Need to mark and label **1 part** of the outro

*Analysis – Extension/connection of issue

*Argument – Call to action with rhetoric

***Body Paragraphs** – Body paragraphs need to be color-coded using MELCON model

*MELCON - <http://www.achievementstrategies.org/1originalSite/docs/MELcon/MELorg.pdf>

*Blue – Main idea / Topic sentence

*Red – Example / Support

*Yellow – Explanation / Statement

*Blue – Concluding Summary sentence

***Reflection** – At the end of the paper, write a **paragraph** in which you reflect upon the writing process

*How did you improve the paper? What changes did you make?

*What do you like or not like about the paper? What are its strengths and weaknesses?

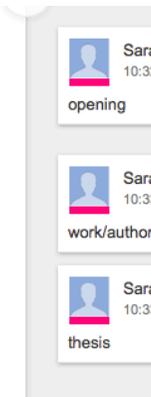
*Where are you with writing? What do you need going forward?

***Body Paragraph Example (from a paper analyzing the rhetoric of a Civil War speech)**

The end of the speech is used to appeal to emotions of Green's audience. Green stirs the crowd with talk of political equality and the "war cry" of the South. Here he incorporates a religious responsibility to fight and to "trust in God." He also employs ad hominem by associating Southern leaders with wild and howling tyrants. His final call to action tells African Americans to join the Union forces to "inspire your oppressed brethren of the South." This slippery slope technique emphasizes the moral benefits that could come of the war. Green encourages his audience to think of how this war could help others as well as themselves. Laying out the potential outcomes of African American admission to the Union forces is Green's final attempt in convincing his audience.

*Intro Example (from a literary analysis on O'Brien's *The Things They Carried*)

For thousands of years, people have struggled to face the cold reality and inevitable nature of their own mortality. Death is truly universal, something every person is guaranteed to experience eventually. Yet, despite how ubiquitous this guarantee is, the prospect of death, whether one's own or not, can be extremely overwhelming. Tim O'Brien's *The Things They Carried* follows a group of young men surrounded by death and destruction, and chronicles their struggles grappling with such difficult themes. Many characters are beckoned through death's door throughout the course of the novel, but ultimately, O'Brien argues that through the act of writing, these people can be immortalized in a way, and the dead are allowed to speak.



*Outro Example (from an argumentative essay about the use of incentives for charity)

It is hypocritical of schools to push corrupt incentives for participating in gimmicky charity drives (**diction**). We give prizes, parties, trophies, t-shirts, extra credit, bonus points (**asyndeton/alliteration**) to students who don't need them. We teach students that good deeds come with compensation and benefits. And in doing so, we devalue and disrespect the act of charity and the people who need it (**anaphora**). We trivialize the issues and needs within the school and humiliate the students who don't or can't "support the cause;" when in reality, they are cause that matters. Schools need to promote giving, sharing, and supporting; not taking, shaming, and neglecting because the real world is not a pizza party for 6th hour or 3% extra credit on a test for French 3 (**parallelism**).