Using Rape Culture to Teach Rhetorical Analysis

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Research questions

- Does focusing on a taboo topic (rape culture) enable students to better see how writers utilize rhetorical strategies in order to effectively convey a message to the audience?

- How effectively can students divorce themselves from the topic in order to craft objective rhetorical analyses?

Pre and post survey results

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<tr>
<th>Survey Question</th>
<th>Fall 2017 Responses</th>
<th>Fall 2018 Responses</th>
<th>What does the writer use to convince the reader?</th>
<th>What does the writer use to support the argument?</th>
<th>What is the purpose of the text?</th>
<th>What is the author trying to achieve?</th>
<th>How does the author use rhetorical devices to achieve the goal?</th>
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Future Work

At the beginning of the unit, the majority (12/15) did not know how to define rhetorical analysis and 1/3rd did not demonstrate proficiency explaining why and how rhetorical appeals are used effectively to convey a message about a controversial topic.

By the end of the unit, every student demonstrated proficiency describing the concepts of logos, pathos, and Kairos.

Students demonstrate a deeper understanding of rhetorical analysis and how it helps authors to craft an effective message:

"It allows the author to really dive into each device to make sure she/he can connect in every way with the broad audience that will come with a controversial topic. Making sure the author is not biased and credible while having the audience emotionally invested."

"It makes it easier to pick out the different rhetorical appeals because the author of a controversial topic needs to have all those in place in order to have a successful piece of writing."

"The topic affects how the author uses rhetorical devices because they have to intricately plan out each one to make sure that what is being said CAN NOT be taken any other way it is using the appropriate tone to impact the message."

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References


