

# [Com 155 appendix c rhetorical modes](https://assignbuster.com/com155-appendix-c-rhetorical-modes/)

[Literature](https://assignbuster.com/essay-subjects/literature/)

Associate Program Material Appendix C Rhetorical Modes Matrix Rhetorical modes are methods for effectively communicating through language and writing. Complete the following chart to identify the purpose and structure of the various rhetorical modes used in academic writing. Provide at least 2 tips for writing each type of rhetorical device. | Rhetorical Mode | Purpose — Explain when or why | Structure — Explain what organizational | Provide 2 tips for writing in | | | each rhetorical mode is used. | method works best with each rhetorical mode. | each rhetorical mode. | | Narration | The art of storyteller and the | The order in which tell the story from | Keep the human sense in mind | | | purpose of narrative writing | beginning to end | and always start with a strong| | | | | introduction to hook your | | | | | audience | | | To show are demonstrate | | Use variety in choices of | | Illustration | something clearly | The controlling idea or thesis belongs at the| words and use time | | | | end of the essay. | transitional to order evidence| | | | | | | Description | writing to make sure their | | Avoid “ empty" descriptors if | | | audience is fully immersed in | typically describe a person, place, or object| possible. Empty descriptors | | | the words on the | using sensory details | are adjectives that can mean | | | Page. | | different things to different | | | | | People. Good, beautiful, | | | | | terrific, and nice are | | | | | examples. The use of such | | | | | words in descriptions can lead| | | | | to | | | | | Misreads and confusion. A | | | | |“ good" day, for instance, can | | | | | mean far different things | | | | | depending on one’s age, | | | | | Personality or tastes. | | | | | Writing | | Classification | is to break broad subjects down | | To avoid settling for an | | | into smaller, more manageable, | | overly simplistic | | | and | Introductory paragraph that introduces the | classification, make sure you | | | More specific parts. | broader topic. The | break down any given topic at | | | | Thesis should then explain how that topic is | least three | | | | divided into subgroups and why. Take the | Different ways. This will help| | | | following introductory | you to think originally and | | | | | perhaps even learn something | | | | | entirely new about a | | | | | Subject. | | Process | how to do something | | Always have someone else read | | analysis | how something works | opens with a discussion of the process and a | your process analysis to make | | | In either case, the formula for | thesis statement that states the | sure it makes sense. Once we | | | a process analysis essay remains| Goal of the process. | get too close to a | | | the same: | | subject, | | Definition | essay may seem self-explanatory:| | For definition essays, try to | | | The purpose of the definition | A general discussion of the term to be | think of concepts you have a | | | essay is to | defined. You then state as your | personal stake in. You are | | | Simply define something. | Thesis your definition of the term. | more likely to write a more | | | | The rest of the essay should explain the | engaging definition essay if | | | | rationale for your definition. | you are writing about an idea | | | | | that has personal value and | | | | | importance | | Compare and | is to choose two or more | The organizational structure you choose | Phrases of comparison and | | contrast | subjects that connect in | depends on the nature of the topic, your | contrast | | | A meaningful way. | purpose, and your |< Conclusion to summarize main| | | | Audience. | points and reinforce thesis | | Cause and | Considered human nature to ask | Start with the cause(s) and then talk about | Be careful of resorting to | | effect | why? And how? | the effect(s). | empty speculation or | | | | 2. Start with the effect(s) and then talk | unsubstantiated guessing. | | | | about the causes. | Writers are particularly prone| | | | | to | | | | | Such trappings in | | | | | cause-and-effect arguments due| | | | | to the complex nature of | | | | | finding links between | | | | | phenomena. | | | | | Be sure to have clear evidence| | | | | to support the claims that you| | | | | make. | | Persuasion | in writing is to convince, | Introduction and thesis | Avoid forming a thesis based | | | motivate, or move readers toward| Opposing and qualifying ideas | on a negative claim. For | | | a certain point | Strong evidence in support of claim | example, “ The hourly minimum | | | Of view or opinion. | Style and tone of language | wage is not high | | | | A compelling conclusion | enough for the average worker | | | | | to live on |