

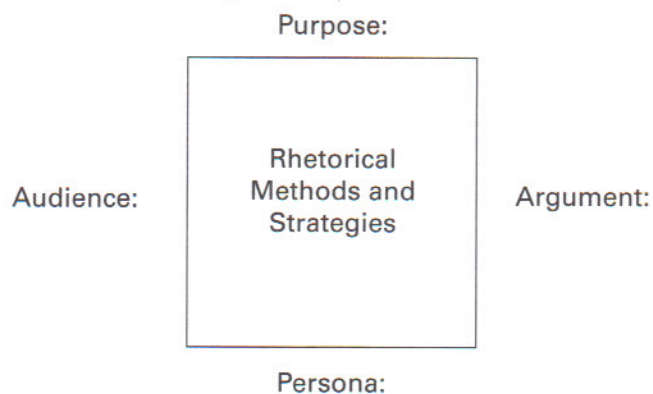
## APPENDIX E

# Strategies for Reading and Writing Rhetorically

### PAPA Square

The PAPA Square is adapted from Maxine Hairston's *Contemporary Composition* (short edition). Through a PAPA Square, students analyze the **p**urpose, **a**rgument, **p**ersona, and **a**udience of a text.

Around the perimeter of the box, students answer the following questions in response to their own writing: Who is my audience? What is the persona, or public image, that I create for myself through my language choices and tone? What is my thesis or argument? What is my purpose or the desired outcome of my argument (i.e., what would I like my reader to do if he or she is persuaded by my argument)? In the center of the PAPA Square, students identify the stylistic devices and the emotional, logical, and ethical appeals they use to persuade their audiences. These may include types of evidence, figurative language, text structures (e.g., cause and effect), and tone.



### Rhetorical Précis

In a rhetorical précis, students write a brief analysis of the content, purpose, and persuasive strategies of a text using the pattern below (from *Reading Rhetorically* by John C. Bean, Virginia A. Chappell, and Alice M. Gillam):

Sentence 1: Note the name of the author, the genre and title of the work, and the publication date in parentheses; a rhetorically accurate verb; and a *that* clause containing the major assertion or thesis statement in the work.

Sentence 2: An explanation of how the author develops and supports the thesis, usually in chronological order.

Sentence 3: A statement of the author's apparent purpose, followed by an "in order to" phrase.

Sentence 4: A description of the intended audience, the relationship the author establishes with the audience, or both.