



Harriet Clark

Ms. Rebecca Winter

CWC 101

13 Feb. 2015

Not Quite a Clean Sweep: Rhetorical Strategies in
Grose's "Cleaning: The Final Feminist Frontier"

A woman's work is never done: many American women grow up with this saying and feel it to be true. One such woman, author Jessica Grose, wrote "Cleaning: The Final Feminist Frontier," published in 2013 in the *New Republic*, and she argues that while the men in our lives recently started taking on more of the childcare and cooking, cleaning still falls unfairly on women. Grose begins building her credibility with personal facts and reputable sources, citing convincing facts and statistics, and successfully employing emotional appeals; however, toward the end of the article, her attempts to appeal to readers' emotions weaken her credibility and ultimately, her argument.

In her article, Grose first sets the stage by describing a specific scenario of house-cleaning with her husband after being shut in during Hurricane Sandy, and then she outlines the uneven distribution of cleaning work in her marriage and draws a comparison to the larger feminist issue of who does the cleaning in a relationship. Grose continues by discussing some of the reasons that men do not contribute to cleaning: the praise for a clean house goes to the woman; advertising and media praise men's cooking and childcare, but not cleaning; and lastly, it is just not fun. Possible solutions to the problem, Grose suggests, include making a chart of who does which chores, dividing up tasks based on skill and ability, accepting a dirtier home, and making cleaning more fun with gadgets.

Throughout her piece, Grose uses many strong sources that strengthen her credibility and appeal to ethos, as well as build her argument. These sources include, "sociologists Judith Treas and Tsui-o Tai," "a 2008 study from the University of New Hampshire," and "P&G North America Fabric Care Brand Manager, Matthew Krehbiel" (qtd. in Grose). Citing these sources boosts Grose's credibility by showing that she has

Hook

Context

Article author's
claim or purpose

Thesis

Summary of the
article's main
points in the
second paragraph
(could also be in
the introduction)

Third paragraph
begins with a
transition and
topic sentence that
reflects the first
topic in the thesis

Quotes illustrate
how the author
uses appeals to
ethos

Rhetorical Analysis Paper

Emily Murphy Cope



Rhetorical Analysis Paper:

Handbook of Rhetorical Analysis John Franklin Genung, 1889 **Tracing the Impact of First-Year Writing** Laura Wilder, 2024-11-15 Tracing the Impact of First Year Writing presents the results of a large scale longitudinal study of college writers that explores the impact of a required first year writing course with a comparative approach not previously available Over five years Laura Wilder conducted 143 interviews with and collected 774 pages of writing from 58 students half of whom had taken a new first year writing course and half who had not Wilder found that while in many ways the experiences of both groups are comparable demonstrating how students receive valuable educations in rhetoric and writing from a variety of sources beyond a first year writing course students who took the first year writing course were much more likely to identify as writers This identification supported students use of writing in powerfully generative and knowledge building ways that they carried with them long after the course into other appropriate contexts In contrast to previous longitudinal studies of college writers undertaken at institutions with high prestige and resources Tracing the Impact of First Year Writing explores the role of writing at a regional public university and documents how students experiences with writing can be highly divergent across the curriculum and unequal across campuses Additionally this book includes the voices of students who do not identify as capable writers and have strongly negative emotional reactions to writing and writing instruction and adds empirical support to innovative calls in the field to transform the first year writing course into one that inspires students to reflectively consider writing itself

Navigating Argument: A Guidebook to Academic Writing Sheila Morton, 2014-06-08 Written for Tusculum College students this guidebook will help you to navigate the often confusing and tangled paths of academic writing From your freshman composition sequence through your senior seminar course you should plan to use the strategies taught in this book to complete a variety of writing assignments including rhetorical analyses standard arguments research papers annotated bibliographies and proposals Each chapter will walk you through the steps necessary to navigate these different writing types Additionally you will be introduced to the writing process including methods of prewriting drafting revising and editing This process will help you in any kind of writing you undertake

Twenty Writing Assignments in Context Melissa Bender, Karma Waltonen, 2017-01-11 Twenty original classroom tested assignments This innovative collection of college writing assignments explores the practical applications of each lesson Drawing upon current best practices each chapter includes a discussion of the rationale behind the assignment along with supplemental elements such as guidelines for evaluation prewriting exercises and tips for avoiding common pitfalls The assignments are designed for a range of courses from first year composition to upper division writing in various disciplines

Key Theoretical Frameworks Angela M. Haas, Michelle F. Eble, 2018-10-17 Drawing on social justice methodologies and cultural studies scholarship Key Theoretical Frameworks for Teaching Technical Communication in the Twenty First Century offers new curricular and pedagogical approaches to teaching technical communication Including original essays by

emerging and established scholars the volume educates students teachers and practitioners on identifying and assessing issues of social justice and globalization The collection provides a valuable resource for teachers new to translating social justice theories to the classroom by presenting concrete examples related to technical communication Each contribution adopts a particular theoretical approach explains the theory situates it within disciplinary scholarship contextualizes the approach from the author s experience and offers additional teaching applications The first volume of its kind **Key Theoretical Frameworks for Teaching Technical Communication in the Twenty First Century** links the theoretical with the pedagogical in order to articulate use and assess social justice frameworks for designing and teaching courses in technical communication Contributors Godwin Y Agboka Matthew Cox Marcos Del Hierro Jessica Edwards Erin A Frost Elise Verzosa Hurley Natasha N Jones Cruz Medina Marie E Moeller Kristen R Moore Donnie Johnson Sackey Gerald Savage J Blake Scott Barbi Smyser Fauble Kenneth Walker Rebecca Walton *Rhetorical Criticism* Jim A. Kuypers, 2016-04-21 Now in its second edition *Rhetorical Criticism Perspectives in Action* presents a thorough accessible and well grounded introduction to contemporary rhetorical criticism Systematic chapters contributed by noted experts introduce the fundamental aspects of a perspective provide students with an example to model when writing their own criticism and address the potentials and pitfalls of the approach In addition to covering traditional modes of rhetorical criticism the volume presents less commonly discussed rhetorical perspectives exposing students to a wide cross section of techniques **The Wire in the College Classroom** Karen Dillon, Naomi Crummey, 2015-04-01 The Wire s provocative subject matter layered narrative and explicit critiques of American socio economic institutions make it one of the most teachable television series in recent years This collection of new essays offers practical examples for implementing The Wire in the college classroom as a cultural text to engage students in critical and creative inquiry The essays provide a disciplinary framework for using the series in media studies writing and narrative ethics and rhetoric and education and literacy Each essay details the pedagogical goals of teaching the series or specific episodes how it was employed in class and student responses to the material Instructors considering this book for use in a course may request an examination copy here **Lydia as a Rhetorical Construct in Acts** Alexandra Gruca-Macaulay, 2016-08-19 A new sociorhetorical study of Acts In Lydia as a Rhetorical Construct in Acts Gruca Macaulay explores the sociorhetorical function of the story of Lydia a named Lydian woman ancient interpreters would have associated with cultural stereotypes of Lydians As a rhetorical figure Lydia both influenced and was influenced by the ideology of the surrounding text in Acts 16 as well as the approach Luke Acts as a whole takes to people who are somehow like Lydia Features Displays the rhetorical cultural portrayal of women in Luke Acts from the perspective of a first century Mediterranean audience as compared with the history of scholarship specifically through a sociorhetorical interpretation of the role of Lydia in Acts Investigates the rhetorical function of Mediterranean social cultural topoi in qualitative argumentation with a focus on Greco Roman physiognomy generally and Lydian ethnography especially Introduces the

rhetorical use of conceptual blending particularly its application for gaining insight into the function of military discourse in developing the rhetorical force of the Lydia episode in Acts

Visual Imagery, Metadata, and Multimodal Literacies Across the Curriculum August, Anita, 2017-08-10 A student's learning experience can be enhanced through a multitude of pedagogical strategies This can be accomplished by visually engaging students in classroom activities Visual Imagery Metadata and Multimodal Literacies Across the Curriculum is a pivotal reference source that examines the role of visual based stimuli to create meaningful learning in contemporary classroom settings Highlighting a range of relevant topics such as writing composition data visualization and literature studies this book is ideally designed for educators researchers professionals and academics interested in the application of visual imagery in learning environments

Advances in Automatic Text Summarization Inderjeet Mani, Mark T. Maybury, 1999 Until now there has been no state of the art collection of the most important writings in automatic text summarization This book presents the key developments in the field in an integrated framework and suggests future research areas With the rapid growth of the World Wide Web and electronic information services information is becoming available on line at an incredible rate One result is the oft-decried information overload No one has time to read everything yet we often have to make critical decisions based on what we are able to assimilate The technology of automatic text summarization is becoming indispensable for dealing with this problem Text summarization is the process of distilling the most important information from a source to produce an abridged version for a particular user or task Until now there has been no state of the art collection of the most important writings in automatic text summarization This book presents the key developments in the field in an integrated framework and suggests future research areas The book is organized into six sections Classical Approaches Corpus Based Approaches Exploiting Discourse Structure Knowledge Rich Approaches Evaluation Methods and New Summarization Problem Areas Contributors D A Adams C Aone R Barzilay E Bloedorn B Boguraev R Brandow C Buckley F Chen M J Chrzanowski H P Edmundson M Elhadad T Firmin R P Futrelle J Gorfinkel U Hahn E Hovy D Jang K Sparck Jones G M Kasper C Kennedy K Kukich J Kupiec B Larsen W G Lehnert C Lin H P Luhn I Mani D Marcu M Maybury K McKeown A Merlino M Mitra K Mitze M Moens A H Morris S H Myaeng M E Okunowski J Pedersen J J Pollock D R Radev G J Rath L F Rau U Reimer A Resnick J Robin G Salton T R Savage A Singhal G Stein T Strzalkowski S Teufel J Wang B Wise A Zamora

Practical Composition Russell Brickey, Laura L. Beadling, Evelyn Martens, 2014-07-18 For English instructors at every level the task of producing a worthwhile workable plan for each class period can prove challenging This invaluable work offers a vast compilation of writing exercises and in class activities collected from professors graduate students and lecturers from colleges and universities across the United States Step by step instructions guide teachers through class discussions and exercises on topics ranging from invention argumentation formatting thesis development and organization to rhetorical situation visual rhetoric peer review and revision From high school teachers and first time teaching assistants to experienced writing professors looking to enhance their courses anyone

who teaches English will appreciate the fresh ideas found in this indispensable volume Instructors considering this book for use in a course may request an examination copy here **Evangelical Writing in a Secular Imaginary** Emily Murphy Cope,2024-02-13 Evangelical Writing in a Secular Imaginary addresses the question of how Christian undergraduates engage in academic writing and how best to teach them to participate in academic inquiry and prepare them for civic engagement Exploring how the secular both constrains and supports undergraduates academic writing the book pays special attention to how it shapes younger evangelicals social identities perceptions of academic genres and rhetorical practices The author draws on qualitative interviews with evangelical undergraduates at a public university and qualitative document analysis of their writing for college grounded in scholarship from social theory writing studies sociology of religion rhetorical theory and social psychology to describe the multiple ways these evangelicals participate in the secular imaginary that is the public university through their academic writing The conception of a secular imaginary provides an explanatory framework for examining the lived experiences and academic writing of religious students in American institutions of higher education By examining the power of the secular imaginary on academic writers this book offers rhetorical educators a more complex vocabulary that makes visible the complex social forces shaping our students experiences with writing This book will be of interest not just to scholars and educators in the area of rhetoric writing studies and communication but also those working on religious studies Christian discourse and sociology of religion **General Technical Report NE.** ,1980

Foundations for Sociorhetorical Exploration Vernon K. Robbins,Robert H. von Thaden Jr.,Bart B. Bruehler,2016-09-02 Engaging resources for understanding the importance of bodies and spaces in producing and interpreting persuasive language This volume collects essays that represent intellectual milestones that are informing sociorhetorical interpretation during the twenty first century The essays are arranged into five parts 1 Topos 2 Cultural Geography and Critical Spatiality 3 Rhetorolects and Conceptual Blending 4 Rhetography and 5 Rhetorical Force Features Tools for integrating multiple approaches to biblical interpretation Resources that emphasize the importance of language that prompts mental pictures in effective rhetoric Essays from classicists rhetoricians and biblical scholars **Resources in Education** ,2001-04 **Contending with Gun Violence in the English Language Classroom** Shelly Shaffer,Gretchen Rumohr-Voskuil,Steven Bickmore,2018-11-13 Utilizing experiences and expertise from English educators young adult literature authors classroom teachers and mental health professionals this book considers how secondary English Language Arts can address school gun violence Curated by field experts contributions to this volume pay special attention to how a school s culture and climate affect how teachers and students communicate around difficult topics that are embedded in the curriculum but not directly addressed As the first book that helps teachers and teacher educators to grapple with the topic of school violence specifically in the English education classroom this book promotes young adult literature and writing activities that address timely and unfortunately recurring events *How to Write Anything with 2009 MLA and 2010 APA*

Updates John J. Ruszkiewicz, 2010-07-15 Click here to find out about the 2009 MLA Updates and the 2010 APA Updates Designed to be clear and simple How to Write Anything combines the thoughtfulness of rhetorics with the efficiency of brief handbooks Through memorable visuals and honest talk John Ruszkiewicz shows students how to write in any situation wherever they are in their writing process With everything you need to teach composition the Guide lays out focused advice for writing common genres while the Reference covers the range of writing and research skills that students need as they work across genres and disciplines An intuitive visual cross referencing system and a modular chapter organization that is simple to follow make it even easier for students to work back and forth between chapters and stay focused on their own writing

Rhetorical Argumentation in Biblical Texts Anders Eriksson, Thomas H. Olbricht, Walter Übelacker, 2002-06-01 In the latest volume in the Emory Studies in Early Christianity series the contributors seek a better understanding of how various biblical authors present their arguments support their claims and attempt to persuade their readers A century ago the rhetorical analysis of texts focused on the study of rhetorical figures in texts *elocutio* In the mid twentieth century scholars such as James Muilenburg Hans Dieter Betz and Wilhelm Wuellner introduced biblical scholars to the illustrious tradition of rhetorical study These scholars tended to focus on the arrangement of the texts themselves *dispositio* During the last ten years however interpreters have increasingly studied the rhetorical argumentation in texts The authors in this volume examine rhetorical argumentation in the Hebrew Bible the Gospels the Pauline letters and the Book of Revelation offering striking new readings of these materials Contributors include J David Hester Amador Center for Rhetoric and Hermeneutics R Dean Anderson Valkenburg The Netherlands Harold W Attridge Yale Divinity School L Gregory Bloomquist St Paul University Ottawa Michael R Cosby Messiah College Rodney K Duke Appalachian State University Frans H van Eemeren University of Amsterdam Anders Eriksson Lund University Alan J Hauser Appalachian State University Roy R Jeal William and Catherine Booth College Manfred Kraus Eberhard Karls Universität Tübingen John W Marshall University of Toronto Roland Meynet Pontificia Università Gregoriana Thomas H Olbricht Emeritus Pepperdine University Carol Poster Florida State University Rollin A Ramsaran Emmanuel School of Religion Vernon K Robbins Emory University and University of Stellenbosch Russell B Sisson Union College Jerry L Sumney Lexington Theological Seminary C Jan Swearingen Texas A Lauri Thur n Univeristy of Joensuu Johan S Vos Vrije Universiteit and Duane F Watson Malone College

Visual Rhetoric and the Eloquence of Design Leslie Atzmon, 2011-03-11 The essays in VISUAL RHETORIC AND THE ELOQUENCE OF DESIGN foreground the rhetorical functions of design artifacts Rhetoric normally understood as verbal or visual messages that have a tactical persuasive objective a speech that wants to convince us to vote for someone or an ad that tries to persuade us to buy a particular product becomes in Visual Rhetoric and the Eloquence of Design the persuasive use of a broad set of meta beliefs Designed objects are particularly effective at this second level of persuasion because they offer audiences communicative data that reflect and also orchestrate a potentially broad array of cultural concerns Persuasion

entails both the aesthetic form and material composition of any object *The Framework for Success in Postsecondary Writing* Nicholas N. Behm, Sherry Rankins-Robertson, 2017-03-03 Illustrates the widespread applications of the Framework for Success in Postsecondary Writing especially the eight habits of mind in helping students to be successful not only in postsecondary writing courses but also in four arenas of life academic professional civic and personal

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